

CfBT Inspection Services
Suite 22
West Lancs Investment Centre
Maple View
Skelmersdale
WN8 9TG

T 0300 123 1231
Text Phone: 0161 618 8524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T 01695 566932
Direct F 01695 729320
Direct email: hcarnall@cfbt.com



17 December 2013

Mrs Sharon May
Headteacher
Packmoor Primary School
Carr Street
Packmoor
Stoke-on-Trent
Staffordshire
ST7 4SP

Dear Mrs May

Serious weaknesses first monitoring inspection of Packmoor Primary School

Following my visit to your school on 16 December 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the outcome and inspection findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions which have been taken since the school's recent section 5 inspection.

The inspection was the first monitoring inspection since the school was judged to have serious weaknesses in September 2013. It was carried out under section 8 of the Education Act 2005.

Evidence

During this inspection, meetings were held with the headteacher and her senior leadership team, the Chair of the Governing Body and a representative of the local authority. The local authority's statement of action and the school's action plan were evaluated. The inspector also carried out a learning walk throughout the school, during which she was able to look at a sample of pupils' work.

Context

A new Chair and vice-chair of the Governing Body have recently been elected and the governing body has been reconstituted so that there are now seven governors instead of the 18 members of the previous governing body. There have been no other significant changes since the section 5 inspection which judged the school to have serious weaknesses.

The quality of leadership in and management of the school

The school's action plan is detailed and provides a secure steer to drive improvements in pupils' achievements and the quality of teaching. Actions are carefully planned against the areas for improvement identified in the section 5 Ofsted report and the timescale is appropriate. Milestones provide regular opportunities for evaluating the progress made. However, some of the success criteria are not sufficiently challenging, precise or measurable. For example, they include the proportion of pupils who should make expected progress but do not quantify the proportion who should make more than expected progress. In addition, the intended impact of interventions on pupils' progress is not identified.

The senior leadership team knows where improvement is required and is committed to improving outcomes for pupils through ensuring that all teaching is at least good. Regular monitoring, including external reviews commissioned by the local authority, is providing an accurate understanding of the quality of teaching and helping to identify next steps for improvement. Support from a local teaching school alliance (a group of schools that is supported by the leadership of an outstanding school which has been designated by the government as a teaching school) and carefully planned professional development are being used well to drive improvements in the quality of teaching. School information on the progress of pupils currently in the school indicates that pupils are beginning to make better progress in all year groups. This can also be seen in pupils' work, where higher expectations, more effective marking and greater consistency in the use of assessment are improving pupils' progress.

An external review of the governing body has recently been completed and a skills audit has taken place. The governing body has been reconstituted to ensure that governors are able to provide the necessary level of challenge and support to the school. Governors have undertaken training and have a good understanding of their roles and responsibilities.

The local authority is providing an appropriate level of support for the school. They have brokered and are funding support from a local teaching school alliance and have also implemented termly external reviews. Both of these strategies are helping to ensure that support is tailored to the school's needs and that progress against the action plan is monitored. However, while the statement of action provides an overview of the support it will provide to the school, it is not clear by whom, when and how progress will be evaluated.

Following the monitoring inspection the following judgements were made:

The school's action plan is fit for purpose.

The local authority's statement of action is fit for purpose.

I am copying this letter to the Secretary of State, the Chair of the Governing Body and the Director of Children's Services for Stoke on Trent. This letter will be published on the Ofsted website.

Yours sincerely

Sue Barkway
Additional Inspector