



# Packmoor Primary School

## Inspection Report

**Unique Reference Number** 123979  
**LEA** Stoke-On-Trent  
**Inspection number** 281598  
**Inspection dates** 30 November 2005 to 1 December 2005  
**Reporting inspector** Tony Dobell RISP

This inspection was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary	<b>School address</b>	Carr Street
<b>School category</b>	Community		Packmoor
<b>Age range of pupils</b>	3 to 11		Stoke-on-Trent, Staffordshire ST7 4SP
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01782 234544
<b>Number on roll</b>	427	<b>Fax number</b>	01782 234544
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Mark Longshaw
<b>Date of previous inspection</b>	5 June 2000	<b>Headteacher</b>	Mr Dave Clarke

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 30 November 2005 - 1 December 2005	<b>Inspection number</b> 281598
-----------------------------	--	------------------------------------

---

© Crown copyright 2006

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Packmoor is a very large primary school serving a mixed socio-economic area on the northern outskirts of Stoke-on-Trent. About one fifth of pupils come from outside the immediate area because their parents chose this school. Levels of knowledge, skills and understanding cover a wide range when children enter the Nursery. However, overall they are below average. About 6% of pupils come from a range of minority ethnic backgrounds and six pupils speak English as an additional language. The proportion of pupils eligible for free school meals is below average and the proportion with learning difficulties and disabilities is average. The school moved into a new building in September, which offers good facilities, not all of which are yet available. The school is a member of an education action zone, which provides extra services and facilities.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

Packmoor is a satisfactory school, which gives satisfactory value for money. It judges its own effectiveness much the same as inspection findings, but in some cases too positively. Children achieve well in the Foundation Stage and are on course to reach average standards by the end of the Reception Year. In Years 1 to 6, achievement is satisfactory. There are instances of pupils making good progress, for example, in Year 6. However, throughout the school too many lessons lack challenge, particularly for higher attaining pupils and this negatively affects how well pupils achieve. Not enough pupils attain at least average standards by the end of Year 6. Standards in mathematics and science are lower than standards in English. Teaching and learning are satisfactory overall and improvement since the previous inspection has been satisfactory.

Pupils' personal development is good as is the quality of the curriculum. Pastoral care is good, but guidance for pupils about how to improve their work is less secure. Leadership and management are satisfactory and improving and the school has a good capacity for further improvement. The headteacher and his colleagues recognise that the school needs to raise standards, especially for higher attaining pupils and to improve the consistency and rigour with which pupils' progress is assessed. Parents and pupils value the school's success in developing confident young people who have enjoyed their education.

### What the school should do to improve further

- improve achievement throughout the school, particularly for higher attaining pupils
- refine assessment procedures so that pupils have a clear understanding of their present standards and of how they can improve their work.

## Achievement and standards

### Grade: 3

Overall pupils' achievement is satisfactory. Children achieve well in the Foundation Stage and are likely to reach the expected levels of understanding by the time they enter Year 1. In Years 1 to 6, progress is patchy but is satisfactory overall. In 2005, in the national tests at the end of Year 2, standards were below average in reading, very close to average in writing, but significantly below average in mathematics. In the tests at the end of Year 6 in 2005, standards were below average in English, mathematics and science, not least because the proportion of pupils attaining the higher than expected Level 5 was below average. However, almost one third of these pupils had learning difficulties and disabilities and statistics show that they made satisfactory progress in Years 3 to 6. Girls' achievement was significantly higher than boys' by the end of Year 2, and slightly higher by the end of Year 6.

The school provides sound support for pupils who have learning difficulties and disabilities. They make progress at the same rate as other pupils, as do the pupils who speak English as an additional language. The provision for pupils with particular gifts

or talents is at an early stage of development and has not yet had time to have a significant effect on achievement.

Standards in speaking and listening are above average. Most pupils listen attentively and express themselves clearly. Standards in reading are average and, while there are good examples of imaginative writing by Year 6, pupils' spelling is careless. The school accepts that standards in mathematics and science are not high enough, particularly for higher attaining pupils. It is not possible to judge standards in information and communication technology because, during the inspection, very little of the equipment in the new building was available for use.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development is good as is their spiritual, moral, social and cultural development. Pupils enjoy school very much and are thoughtful and caring. Pupils in Year 6 will be sad to leave because 'we have made such good friends here'. They have a clear understanding of the difference between right and wrong, and of their responsibilities as members of the school community and the wider world. They have a sound understanding of other cultures and a positive attitude to learning. Pupils have a good understanding of the need to keep safe, to eat healthily and to exercise regularly. They acquire a good range of skills to support their future economic well-being.

Behaviour is good in class and around the school. Attendance is average this term. While the old school building was being demolished, attendance worsened because of the disruption. The school council enables pupils to have an effective voice in the school, for example, in writing the anti-bullying policy. Bullying is rare and parents and pupils confirm that occasional instances are dealt with quickly and effectively.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Children are well taught in the Foundation Stage where they benefit from a wide range of stimulating learning activities. In Years 1 to 6, teaching and learning are satisfactory overall. There are instances of good teaching, for example, in Year 6, where stimulating activities engage pupils so that they think independently. In an English lesson, the teacher encouraged pupils to suggest good quality adjectives and one pupil suggested 'she had eyes like poisoned sapphires'. This was an example of effective challenge, producing work of good quality. However, in too many lessons, introductions are too long and the pace of learning is too slow. Learning tasks do not engage pupils sufficiently and they do not produce enough work. For example, in one English lesson, some minutes after pupils had started individual writing, one had only written the title. In these lessons, achievement is satisfactory overall and higher attaining pupils are not stretched and lose interest.

Pupils' work is marked conscientiously but information from assessments is not used systematically and consistently to show pupils how to make further progress. Pupils with learning difficulties and disabilities are identified early and are supported soundly in lessons by teaching assistants. However, the targets in their individual education plans are sometimes insufficiently precise for them to make rapid progress. Their learning is satisfactory. The few pupils who speak English as an additional language are supported well and make sound progress.

## **Curriculum and other activities**

### **Grade: 2**

The school's curriculum is of good quality and meets all requirements. Personal, health and social education and citizenship teach risk awareness, keeping safe and being healthy, effectively. A programme of visits and visitors and residential visits, which pupils recall with considerable enthusiasm, help to make learning enjoyable and linked to everyday life. Occasional 'learning festivals' such as the recent 'Greek day' for Years 3 and 4, help pupils to use their learning in practical situations and to share it with other year groups. It is not yet possible to judge how effectively information and communication technology supports learning in other subjects.

A good range of extra-curricular activities enriches pupils' learning. Pupils value these and support them well. They have good opportunities for performances in the school and in the community, which promote their personal development well. For example, in an assembly, a Year 3 class gave the whole school and a number of visiting parents and grandparents a very thoroughly rehearsed presentation on teamwork, bringing together a range of skills.

## **Care, guidance and support**

### **Grade: 3**

The school's pastoral care is good and pupils feel well known, safe and secure. Parents appreciated the care taken over their children's safety during the demolition of the old building and the construction of the new one. Pupils appreciate the support that they receive from all adults in the school and that they learn in a virtually 'bully-free' atmosphere.

Children in the Foundation Stage are very well supported so that they get a good start to their education. However, systems to guide and support pupils' academic progress are underdeveloped and the school appreciates the need to involve pupils more in managing their own learning and setting targets for their future progress. This means that care, guidance and support are satisfactory rather than good as the school suggests.

## Leadership and management

### Grade: 3

Leadership and management are satisfactory and improving. The recently appointed headteacher and the deputy have a clear vision for the school rooted in the need to raise standards and improve achievement. The Foundation Stage is led and managed well and children make good progress in Nursery and Reception. Subject leaders and team leaders in Years 1 to 6 appreciate that greater rigour and consistency are needed to enable pupils, particularly higher attaining pupils, to achieve well. Initiatives have been introduced to achieve this but have not yet had time to have a major effect on standards. This means that leadership and management are currently satisfactory. Inspectors agree with the school's prediction that results in the national tests at the end of Year 6 in 2006 are likely to improve on those attained in 2005.

Parents and pupils appreciate the headteacher's frequent and reassuring presence around the school. He values all pupils for what they can offer and the school has a good commitment to equality of opportunity. There is sound provision for pupils with learning difficulties and disabilities and they are fully included in learning. Strategic planning is addressing the need to raise standards and is providing a good framework for improvement. Governance is satisfactory. Governors have a satisfactory understanding of the school's strengths and areas for development. They have a secure understanding of the principles of best value.

The new building provides significant opportunities for improvement. The headteacher, supported by his colleagues, is determined to grasp these to raise standards and to improve achievement. The school has a good capacity to improve further.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
--	-----------------------	--------------

### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	3	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Packmoor Primary School Carr Street Packmoor Stoke-on-Trent ST7 4SP

2 December 2005

Dear Pupils

Thank you for welcoming us into your school, being so polite and helpful, and for talking to us about your work and your life in the school.

Your school does a number of things well

- You are well cared for by all adults who work in the school.
- Teachers work hard to make your learning interesting.
- You are all valued for what you can do.
- You feel safe and secure in the school and behave and support each other very well.
- The school helps the youngest children in the Nursery and Reception classes to make good progress.
- You know that it is important to exercise and to eat healthy food.
- Your headteacher and teachers have good ideas for the school's future to take advantage of the new building.

All these things mean that you develop into confident young people, happy to say what you think in class and in assemblies.

We think that two things would improve your school further

- You need to be helped to reach higher standards.
- You need to be given a clearer understanding of how well you are doing and how you can improve your work.

We very much enjoyed our two days in your school and wish you well for the future.

Best wishes

Mr A J Dobell Lead inspector