



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Packington Church of England Primary School

Mill Street
Packington
Ashby de la Zouch
Leicestershire
LE65 1WL

Previous SIAMS grade: Outstanding

Diocese: Leicester

Local authority: Leicestershire

Date of inspection: 27 November 2014

Date of last inspection: 25 March & 2 April 2009

School's unique reference number: 120151

Headteacher: Carol Price

Inspector's name and number: Diane Wright (169)

School context

Packington Church of England Primary School is smaller than average with 103 pupils on roll in four mixed age classes. The pupils are mainly from a British white background with 60% of them from out of catchment. The proportion of pupils with special educational needs is well below average. The original Victorian building has been extended several times to improve provision for pupils. The grounds have been developed effectively to meet pupils' needs.

The distinctiveness and effectiveness of Packington Church of England Primary School as a Church of England school are outstanding.

- There is a clear Christian vision and commitment to the school's Christian foundation by the leadership team with strong support from governors, parents, local clergy and the village community.
- Christian values are at the heart of learning and the every day experiences that are offered to pupils.
- There are strong links between the school's Christian values, collective worship, religious education and the wider curriculum.
- Pupils are confident, articulate and extremely well behaved.

Areas to improve

- Promote opportunities to discuss the Trinity so that pupils can express their understanding more fully.
- Ensure that there is a highly developed interpretation of spirituality across the school.

The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners

Explicit Christian values permeate all aspects of school life, creating an ethos which enables pupils to achieve academic standards and progress that are above national expectations. Those with special educational needs make very good progress because of well prepared individual learning plans. Teachers are proactive in identifying under achievement and meeting specific needs. Displays relating to the schools' distinctive vision, Christian values, collective worship, religious education, prayer and reflection are in all areas of the building, promoting its Christian character. Christian values are modelled by adults, and pupils respond well to their high expectations. Pupils are used to being asked to reflect on the meaning and purpose of difficult concepts and are keen to share their thoughts. One pupil said 'You can think about things together but you can all have your own views and share your opinion.' The theme of the reflection table this half term is forgiveness and pupils clearly linked this value to the teachings of Jesus. Pupils' spirituality has been enriched by the establishment of class reflection books and also by a tree of reflection in the grounds, which has CDs hanging from branches recording thoughts about how they have shown Christian values. The introduction of annual themes such as the current 'Our year of Courage' provide a range of activities enabling pupils to explore spirituality in a variety of ways, while linking with the school's core Christian values. The exhibition of courage art work gave pupils the chance to share their creativity with each other and their parents. Some pupils acted as exhibition guides to explain the stimulus behind the art work to visitors. The exhibition was very well received and pupils were rightly proud of their achievements. The Christian character of the school underpins the spiritual, moral, social and cultural development of pupils. The school has identified the need to ensure there is a highly developed interpretation of spirituality that is shared across the school. Pupil's spiritual development is strongly supported through collective worship and religious education. They behave very well, speak of everyone being caring and friendly and convey a strong sense of community. They respond to visitors and each other with courtesy and respect. Pupils have a good understanding of other faiths and cultures and some have visited different places of worship in Leicester. The school's link with Bushara Primary Rwanda, facilitated by the British Council, has broadened and enriched pupils understanding of cultural differences. Links with other schools, the involvement in the development of the National Forest, raising money for charity and organising donations for the Food Bank in Ashby all contribute to their understanding of the wider world. Religious education makes a very good contribution to the Christian character of the school.

The impact of collective worship on the school community is outstanding

The school is committed to the provision of high quality collective worship, enriching the whole school community. There is a well planned programme of worship, linked to Diocesan themes which are rooted in Christian beliefs and values, with the opportunity to respond to emerging needs or events. A range of members of the school community, along with local clergy contribute to planning. Pupils plan and lead worship, including key elements of worship in their presentations. The current theme is displayed on the worship board in the hall for all to see. Worship is a key part of the day and pupils appreciate the time it gives them to learn, reflect and pray. Pupils enjoy the range of visitors who lead worship and especially the 'Open the Book' groups with their dramatisation of Bible stories. It was a rewarding experience to hear the pupils responding to the opportunities for discussion and reflection during worship. Two telling responses to the current theme of self control were 'I am not going to annoy my sister' and 'I am going to show friendship even when it's tough'. Pupils recalled Bible stories from previous worship and could talk about the impact that Christian values and collective worship can have on their lives. They have some understanding of the Trinity and the school has identified this as an area for more development. Worship is presented in a variety of ways, including the use of a projector and screen to provide stimulating images which pupils say 'get you thinking'. The contribution of their own prayers is a regular and valued part of worship. Examples of pupils' prayers can be seen on the prayer board in the hall. A community prayer has been written by pupils and members of the local community. A lighted candle is a focal point during prayers and reflection time. Pupils understand that the candle represents the light of Jesus. Each classroom has an electric candle which is the focus for class

prayers. Pupils worship each month in Holy Rood Church and also at Christian festivals when parents and members of the community are invited. Worship makes a significant contribution towards pupils' spiritual development. They organise worship in teams and regularly help set the star of the week theme such as 'I can show respect' as part of the celebration of achievement assemblies, which are much appreciated by pupils and parents. There are sound systems in place to monitor and evaluate worship involving all members of the school community.

The effectiveness of the leadership and management of the school as a church school is outstanding

The headteacher and governors are highly effective in articulating the Christian ethos. The headteacher provides strong inclusive leadership and is active in encouraging, monitoring and challenging the school community to realise its Christian vision. Maintaining the high profile of the school's Christian character is a key area in the development plan as it shapes policy and practice. Governors provide challenge as well as support for the headteacher. They have a thorough understanding of the school's performance based on rigorous self evaluation, and there are effective strategies in place for ongoing improvement. The evaluation portrays an accurate picture of the school's strengths and shows a clear sense of direction. Leadership of collective worship and religious education is given a high priority which leads to effective practice. The co-ordinators have a clear understanding of the strengths and the areas for improvement, as set out in the school development plan. Attainment in religious education is monitored carefully with the same level of scrutiny as other curriculum areas. Parents speak very positively of the Christian character of the school and the values it promotes. They are regularly consulted and say that staff are approachable, ready to listen and respond promptly to any concerns. There are strong links with Holy Rood Church and the school is actively involved with community groups and village events. There is a strong focus on professional development which contributes to the Christian leadership of the school. Pupils in years five and six enjoy a wide range of responsibilities and value being of service to the school community. Some act as dinner buddies to the younger pupils, play coaches, prayer monitors (helping younger pupils to write their own prayers) and run clubs. The school council is influential and was involved in the choice of the motto 'Together we can achieve more - with Jesus as our guiding light'.