

Inspection of Pitsford Primary School

Moulton Road, Pitsford, Northampton, Northamptonshire NN6 9AU

Inspection dates: 19 and 20 April 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Pupils are very proud of the school. They cherish the family feel. They are safe and happy. They live the school's values of 'collaboration, enjoyment, responsibility, respect, innovation and challenge'. They meet the high expectations teachers set for them. Pupils work diligently. They take pride in their work and achievements. They are great ambassadors for the school.

Pupils are polite, respectful and welcoming. Their behaviour is positive. At breaktimes, older pupils look after, and play with, those younger than themselves. Pupils say that there is no bullying. They are confident that staff would deal with it if it did occur. Pupils are comfortable sharing any worries with staff. Pupils know that they are very well cared for.

Pupils value the many opportunities given to them. They cherish memorable experiences, including singing at 'Young Voices', sporting events and a seaside trip. They know that the school's '100 Things' enrich their lives. They like having Chippy, the school dog, around.

Most parents and carers comment very positively about the school. Typically, a parent remarked, 'The school is truly marvellous, striking an excellent balance between academic and non-academic goals, with superb support. My son is thriving and developing well, with such care from staff.'

What does the school do well and what does it need to do better?

Leaders make sure that the curriculum is broad and ambitious in its scope. They identify the knowledge and skills that they want pupils to learn and when. Leaders make sure that subject curriculums are well sequenced. For example, in mathematics, pupils build their knowledge of multiplication over time. They revisit prior learning and are able to apply their mathematical knowledge in different situations. Leaders have established well-thought-through curriculums in all subjects. For example, in history, pupils gain a sound appreciation of chronology. In music, pupils learn and apply key knowledge when listening, composing and performing.

Teachers have good subject knowledge. They use questions well to check pupils' learning in lessons. They use assessment well in English and mathematics to check pupils' learning over time. However, leaders have not developed effective approaches to check what pupils have learned and understand in other subjects.

Leaders have developed a strong culture of reading. They have embedded a new phonics scheme that enables younger pupils to learn to read well. All staff are appropriately trained. They use the phonics resources well. Older pupils recall some of their favourite authors. They learn to deepen their comprehension of texts. Teachers ensure that pupils broaden and deepen their understanding of vocabulary. Pupils are captivated by class stories. They make good progress in their reading.

Leaders ensure that pupils with special educational needs and/or disabilities (SEND) receive the appropriate support that they need. Teachers adjust how they teach to ensure that these pupils learn the same curriculum as their peers, including by varying the questions they ask to deepen pupils' learning. Leaders engage with professionals external to the school and make sure pupils gain the support that they need. Many parents recognise the positive provision for pupils with SEND. Pupils with SEND learn well.

Leaders prioritise pupils' personal development. Teachers support pupils' development of character, confidence and resilience. Leaders support pupils' interests through a range of sporting, creative and musical activities. Pupils develop a mature understanding of equality and diversity. They appreciate and celebrate differences. For example, they learn about a range of religions and cultures. Pupils receive appropriate relationships and health education. They learn about the importance of healthy diet, exercise, sleep and mental health. Leaders plan a range of opportunities that support pupils' moral and cultural development. Pupils develop a sense of right and wrong. They are taught to understand fundamental British values.

Children get off to a strong start in Reception. Staff have high expectations. Children understand and follow very well-embedded routines. They play and work together and independently. They sustain their activity well. They gain from an ambitious curriculum that meets their needs. Children build their learning over time. For example, they gain knowledge and develop their skills and creativity when using different media in their self-portrait work. Children learn well in the early years, including those with SEND.

Governors know the school's strengths and priorities for improvement. They support and challenge leaders appropriately. Governors are mindful of leaders' workload and well-being.

Staff are overwhelmingly positive about the school. They value the team approach and the way the school works with a partner school. They appreciate leaders' care and support and the development opportunities available. They enjoy working at the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders know pupils and their backgrounds very well. Staff quickly identify any concerns related to pupils' welfare. Leaders take appropriate action to ensure that pupils and families receive additional support when needed. Leaders work with a range of external agencies. Staff are well trained. They receive regular safeguarding updates. They know, understand and fulfil their responsibilities very well.

Pupils learn about potential risks and how to keep themselves safe. For example, they learn to understand risks associated with social media and online gaming.

Leaders have established a strong culture of safeguarding. They make sure that pupils are kept safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have developed thorough and effective approaches to assessment in the core subjects. However, this is not yet the case in the foundation subjects. In these subjects, teachers cannot fully check what pupils know and understand and what they need to learn next. Leaders should ensure that effective approaches to checking pupils' knowledge and understanding are in place in all foundation subjects so that teachers can identify exactly what pupils must learn and do to know and remember more.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	121850
Local authority	West Northamptonshire
Inspection number	10240424
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	58
Appropriate authority	The governing body
Chair of governing body	Alan Denton
Headteacher	Julia Hyde
Website	www.pitsfordprimary.org
Date of previous inspection	3 November 2021, under section 8 of the Education Act 2005

Information about this school

- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the second routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and the deputy headteacher. They met with governors, including the chair. They spoke with a local authority officer remotely.
- Inspectors carried out deep dives in reading, mathematics, history and music. For each deep dive, inspectors discussed the curriculum with subject leaders, visited lessons, spoke with teachers, met with pupils to talk about their learning, reviewed samples of pupils' work and listened to some pupils read.
- Inspectors looked at a range of other subjects, including personal, social, health

and economic education, computing, English and art. They visited lessons and reviewed samples of pupils' work.

- Inspectors met formally with groups of pupils to talk about the quality of education and other aspects of school life. They spoke with staff and pupils informally.
- Inspectors met with the special educational needs and disabilities coordinator and reviewed the school's provision for pupils with SEND. They met with the early years leader.
- Inspectors met with safeguarding leaders. They reviewed safeguarding policies and records. They scrutinised the single central record.
- Inspectors reviewed a range of documents. They looked at the school's website and published information about the school's provision, policies, self-evaluation and improvement strategy.
- Inspectors considered the views of parents who completed the Ofsted survey, Ofsted Parent View, including free-text comments. They reviewed responses to Ofsted's surveys for pupils and school staff.

Inspection team

Chris Davies, lead inspector

His Majesty's Inspector

Caroline Evans

Ofsted Inspector

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