

# Inspection of Pitton Church of England Primary School

Whiteway, Pitton, Salisbury, Wiltshire SP5 1DT

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Inspection dates: 19 and 20 March 2024

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Emma Wilkinson. This school is part of Pickwick Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, James Passmore, and overseen by a board of trustees, chaired by Robert Ward.

## **What is it like to attend this school?**

Pitton Church of England Primary School is at the heart of the local community. Relationships between staff and pupils are strong. These are rooted in the school's values of 'friendship, family and fulfilment'. Pupils are happy and safe. They have a trusted adult to speak to if they have any concerns.

Staff have high aspirations for all. Pupils strive to meet these. They understand why it is important to do their best. Pupils appreciate the rewards they receive for making positive choices about their learning and behaviour.

Pupils attend well. They are polite and welcoming to visitors. Pupils know the 'golden rules' and hold one another to high standards of behaviour. The atmosphere within the school is calm and purposeful. Beyond the classroom, pupils socialise happily. Older pupils understand that they are role models for younger children. They describe the school as a 'family of friends.'

Pupils take part in a range of enrichment activities which are carefully planned to support and build on areas of the curriculum. Pupils become active citizens in their community. For example, they participate in litter picking to improve the local environment. They use the area in which they live to explore important themes, such as those they learn about in science.

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

Pupils learn an ambitious curriculum. In most subjects, the school has given careful consideration to the important knowledge that pupils should know. What pupils learn is carefully planned with important knowledge broken down into smaller chunks, which develop over time. Pupils, therefore, build successfully on what they already know. Staff check what pupils remember over time. This is then used to inform what is taught next. For example, in mathematics, staff check pupils' understanding of simple fractions before moving on to equivalent fractions.

However, in some wider subjects, the school has not identified exactly what it is that pupils need to know. This does not help pupils to build their knowledge confidently. At times, pupils do not move onto more complex knowledge when they are ready to do so.

In Reception class, there is a focus on oracy. As soon as children start school, they are immersed in stories, rhymes and songs. Staff model high-quality conversations. Through these, children develop their vocabulary. The curriculum is planned in a way that extends pupils' learning through play. Through these opportunities, children learn new skills and develop their knowledge.

Reading is weaved through every subject. Children learn to read as soon as they start school. Pupils read books that match the sounds they know. Staff check that

pupils remember the sounds they are taught. Staff support children to catch up quickly when they fall behind. Pupils read with increasing stamina as they progress through the school. Pupils read widely and for pleasure. They make regular visits to the school library and the library van.

The school is highly inclusive. Pupils with special educational needs and/or disabilities (SEND) are well supported to learn a broad curriculum. The school considers and meets the varying needs of individual pupils with SEND. A small number of pupils with SEND follow a curriculum which is tailored to their needs.

Pupils' broader development is supported through a carefully-planned curriculum. This begins in Reception Year. Children learn to share and play collaboratively with one another. It continues at an age-appropriate level as pupils get older. Pupils, of all ages, understand the importance of a healthy lifestyle. They appreciate periods of reflection to think deeply and 'be honest' with themselves. Pupils understand the importance of respecting the opinions of others. They say that everyone should be treated fairly.

Pupils build their confidence through positions of responsibility, such as playleaders and house captains. They develop their talents and interests through wider activities, like gymnastics and football. Staff ensure there is an equality of opportunity for all to participate in the enrichment activities on offer.

Trustees and the local governing committee fulfil their roles effectively. They hold the school to account for the actions it takes and ensure that resources are well managed. Staff appreciate the 'family feel' that exists in the school. They value the training they receive which helps them to strengthen their expertise.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- In some wider curriculum subjects, the school has not outlined the content of the curriculum precisely or the sequence in which it is taught. As a result, pupils do not build confidently on what they already know or prepare for what comes next. The school should ensure that all subjects are structured in a way that supports pupils to build their knowledge over time.
- In some subjects, when pupils have secured knowledge and are ready to learn more, the curriculum is not ambitious enough. As a result, some pupils do not move onto more complex learning when they are ready to do so. The school should ensure that the curriculum is ambitious in every subject.

## 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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	148678
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	10315634
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	62
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Robert Ward
<b>CEO of the trust</b>	James Passmore
<b>Headteacher</b>	Emma Wilkinson
<b>Website</b>	<a href="http://www.pitton.wilts.sch.uk">www.pitton.wilts.sch.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school is part of the Pickwick academy trust.
- This is a Church of England school. The most recent section 48 inspection took place in June 2019.
- The school does not use any alternative providers.

## Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspectors held discussions with the headteacher, other senior leaders, the special educational needs and/or disabilities coordinator, subject leaders,

members of the local governing body, trustees and a representative from the diocese.

- The inspectors observed pupils' behaviour in lessons and around the school site.
- The inspectors carried out deep dives in early reading, mathematics and music. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector considered responses to the online survey for parents, Ofsted Parent View, including the free-text comments. The inspector also considered responses to the staff survey and responses to the survey for pupils.

### **Inspection team**

Liz Geller, lead inspector

His Majesty's Inspector

Claire Fortey

Ofsted Inspector

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