



Pitton Church of England Voluntary Aided Primary School

Inspection Report

Unique Reference Number 126490
LEA Wiltshire
Inspection number 282123
Inspection dates 12 July 2006 to 12 July 2006
Reporting inspector Helen Barter AI

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

Type of school	Primary	School address	Whiteway
School category	Voluntary aided		Pitton
Age range of pupils	4 to 11		Salisbury, Wiltshire SP5 1DT
Gender of pupils	Mixed	Telephone number	01722 712322
Number on roll	105	Fax number	01722 712428
Appropriate authority	The governing body	Chair of governors	Mr Frank Simmons
Date of previous inspection	18 October 1999	Headteacher	Mr D Morgan

Age group	Inspection dates	Inspection number
4 to 11	12 July 2006 - 12 July 2006	282123

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Pupils attend this small four-class school from a wide area around Pitton village. Few pupils are entitled to claim free school meals. Nearly all pupils are White British, and all pupils are fluent in English. The proportion of pupils with learning difficulties is average. Most children start at school with skills and abilities which are in line with those expected for their age. A significant number of pupils join the school at different times and the school roll is rising.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school where pupils achieve well. It gives good value for money. The school is much appreciated by pupils and parents. Pupils' description of their school as 'great' is supported by parents, who say that 'Pitton is a friendly, happy school with good family values'. The school's judgement of its own effectiveness as satisfactory is too cautious.

Good provision in the Foundation Stage enables children to make good progress. By the end of reception, nearly all meet their goals and a few exceed them. The school is aware of the need to improve the accommodation for these children to enable planning for a full range of outdoor activities. Teaching and learning are good in all classes and result in pupils achieving well and reaching standards which are above average by the time they leave the school. Pupils enjoy learning and work hard because the good curriculum provides them with a wide range of stimulating activities. Their exemplary behaviour and positive relationships are testimony to the good care and guidance they receive.

The headteacher's good leadership ensures that the school's ethos is strong and that improvements are constantly sought. As a result of rigorous self-evaluation, including improved use of information about pupils' progress, the slip in standards in Key Stage 2 has been reversed and good improvement has been made over the past two years. English standards have risen, although pupils' writing, particularly that of the more able, is weaker than their reading and is a focus for school development. Strategies to improve standards in mathematics have been particularly effective in enabling pupils to meet the challenging targets set for them. This track record of successful development, along with good progress made since the last inspection, shows that the school's capacity for further improvement is good.

What the school should do to improve further

- Develop the outdoor accommodation for Reception children to further improve the quality of the Foundation Stage curriculum.
- Increase opportunities for pupils in Years 1 to 6, particularly the more able, to practise their writing skills in order to raise standards further.

Achievement and standards

Grade: 2

Pupils' achievement is good. A significant number of pupils join the school at different times and all, including those with learning difficulties, make good progress from their starting points. Children make a good start in the Reception class. Most meet the goals expected of them, with a small number achieving beyond their targets. They learn well because many of the activities are practical. For example, they develop good speaking, listening and personal skills through role play and story telling. Imaginative tasks such as writing 'a message in a bottle' help children to develop their writing skills well.

Pupils make good progress in Years 1 to 6. Standards fluctuate yearly because year groups are small and numbers of pupils with learning difficulties vary. Current standards in Year 2 are broadly average, although more-able pupils do not achieve as well in writing as they do in other subjects. Reading standards are consistently above average. 'Catch-up' programmes are effective in helping any pupils who are struggling. Parents describe the extra time that teachers give to hear children read as 'tremendous.' Standards in the current Year 6 are above average in English and mathematics, and average in science. Good quality teaching and careful tracking of pupils' progress have improved standards following a dip in 2004. Current Year 6 pupils have met their challenging targets except for in writing, where fewer pupils than expected reached the higher levels. Throughout the school, pupils have good information and communication technology (ICT) skills. Pupils are keen sculptors and painters and their standards in art are good.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. Good relationships and exemplary behaviour are significant features of this happy school. Pupils' good attendance clearly indicates their great enjoyment of school. Their spiritual, moral and social development is good. They show lots of common sense and are polite, kind and thoughtful towards others. Pupils are rarely unpleasant to each other and are happy that small incidents are quickly 'sorted out' by teachers. Although their understanding of local culture is good, the school has identified the need to expand opportunities for pupils to further develop their multi-cultural awareness.

Pupils know that it is important to eat a healthy, balanced diet and are active participants in sport and exercise. They play and work safely and calmly together. Pupils are helpful members of their school community. They feel that they have a good say through their council in helping to improve the school. They are keen environmentalists and show great interest in saving water and using solar power. Pupils' economic well-being is good. They are well aware, for example, of how ICT skills are used in the wider world. 'Spreadsheets are very useful for shopkeepers to check how well they are doing', said one pupil.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good in all classes, including the Foundation Stage. Relationships between adults and pupils are warm and positive and pupils feel secure. Teachers manage pupils' behaviour very well, so pupils have the opportunity to get on and learn. Teachers have good subject knowledge and provide a wide range of stimulating and interesting activities. ICT is used well to bring learning alive for pupils. Imaginative teaching, such as in the recent 'World Cup Mathematics' project,

excites pupils and develops their thinking skills. Classrooms are orderly with bright displays of pupils' work in a range of subjects. The use that teachers make of assessment to match work to individual pupils' needs and abilities has improved since the last inspection. However, teachers sometimes miss opportunities to tell pupils what they expect them to achieve from their work or to remind them of their literacy targets to help them improve their writing. Teaching assistants are well trained to complement the work of teachers and ensure that pupils with learning difficulties make good progress.

Curriculum and other activities

Grade: 2

The good curriculum develops in pupils a joy of learning. The Foundation Stage curriculum meets children's needs well in the classroom and in supervised activities in the playground. However, the external accommodation requires further development so that children can experience a full outdoor curriculum and develop greater independence in learning. Good links between subjects such as ICT and mathematics help learning to become meaningful for pupils. Very good use is made of links with other schools in the 'Learning Network' to broaden pupils' experiences beyond the small school environment. Teachers make the curriculum as lively and interesting as possible by organising visits, inviting visitors into school and by providing a good range of extra-curricular activities. A visit to a sculpture park inspired Key Stage 1 pupils in their creation of abstract sculptures in the classroom. A wide range of sporting activities takes place in the spacious playing fields and promotes pupils' health and fitness well.

Care, guidance and support

Grade: 2

The care, guidance and support provided for pupils is good. The school works effectively to ensure pupils work in safe surroundings. It continues to seek ways to improve the ventilation of the building in hot weather that causes discomfort to pupils and staff. Child protection procedures are well established and known by all staff. The school makes good use of the knowledge it has of pupils and families to offer caring support for individuals. Pupils new to the school in reception, and other years, are helped to settle in well by staff and other pupils. Parents are very pleased with this aspect of the school's work and say that 'all the teachers listen to the parents and have the children's best interests at heart.' Pupils work hard in lessons and make good progress in their learning because they feel safe in school and are confident that staff will help and advise them, academically and personally.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher has established a positive school atmosphere with a strong emphasis on providing pupils with a good all-round education. The effective staff team are clearly committed to all pupils' personal and

academic development. The school is increasingly popular with parents, who describe it as 'wonderful' and 'living up to its reputation.' The headteacher has successfully improved systems for tracking pupils and checking on the quality of teaching and learning and has developed effective links with other schools through the 'Learning Network.' This has benefited teaching, learning and the curriculum and has resulted in rising standards at the top of the school.

The school's understanding of its strengths and weaknesses is good and has improved since the last inspection. All staff have subject leadership roles and now have more time to check on the quality of provision and identify where improvements are needed. Good leadership in mathematics, for example, has helped standards to rise. This has been achieved through setting clear targets for pupils, giving them greater opportunities to explain their work and planning more 'challenges' to improve pupils' thinking skills. The impact of a new system to more regularly assess pupils' writing has not yet had a full impact, particularly in terms of raising the achievement of more-able pupils. The governing body supports the school well. It has a clear view of school effectiveness through regular visits, a good understanding of the school's performance data and good systems to seek the views of pupils and parents. The track record of improvement and a clear understanding of the areas which need to be further developed indicate that the school has good capacity to improve further.

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Inspection judgements

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

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	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	2	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

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	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

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

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	2	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	2	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	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
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
The extent to which providers ensure that learners stay safe	
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
The extent to which learners make a positive contribution	
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
The extent to which schools enable learners to achieve economic well-being	
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

Thank you for making us welcome when we came to visit your school. I'm sorry that I was not able to meet Year 6 on the day but would like to thank you for making a tape recording for me of your views of the school. You all told us that yours is a good school, and we agree with you. These are some of the best things:

- Your excellent behaviour is a real credit to you and your school. You really make the school a happy place to be.
- Your attendance is good because you enjoy learning and all the activities provided. The visit by Year 1 and 2 pupils to a sculpture park was a great success, judging by the abstract sculptures you were doing in class.
- You learn well because teachers give you lots of interesting activities and know what you need to do to make your work even better. You obviously really enjoyed putting your thinking caps on in your World Cup Mathematics work!
- You told us that you feel safe at school because teachers care well for you and will always listen if you have a problem.
- Your school gives you a good all-round education and you feel that you are well prepared for life ahead – even though you Year 6 pupils are worried about homework when you go to secondary school!

To help your school be even better, we have asked it to work on these two things:

- Make sure that children in reception have their own outdoor area so that they can work and play outside even more and learn how to become independent.
- Give you even more opportunities to develop your writing skills so that you all do as well as you possibly can.

I hope that you have safe and happy summer holidays and come back to school in September raring to go and ready to work hard!