

Pitmaston Primary School

Malvern Road, Worcester, Worcestershire WR2 4ZF

Inspection dates

7–8 June 2017

Overall effectiveness	Outstanding
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
Early years provision	Outstanding
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is an outstanding school

- Pupils at Pitmaston Primary thrive in all aspects of their academic and personal, social and emotional development.
- The inspirational headteacher, ably supported by her leadership team, has secured significant improvements in all areas of school performance since her appointment.
- Leaders' high expectations and desire to ensure the best possible outcomes for all pupils permeate the whole school. All staff share the leaders' vision.
- There is exceptional teaching across all year groups. Teachers are highly skilled, have a strong understanding of pupils' needs and plan to meet those needs. As a result, all pupils are making at least good progress across the whole curriculum, especially the most able.
- The questioning skills of teachers and teaching assistants are a particular strength. All adults make a positive contribution to pupils' learning.
- Pupils who have special educational needs and/or disabilities and disadvantaged pupils are supported extremely well. Consequently, they make good progress from their starting points.
- The curriculum is broad and balanced and provides a wide range of exciting and interesting learning experiences for pupils. Homework supports pupils' learning very well.
- Children in the early years have a great start to school life. Passionate leadership, excellent teaching and stimulating learning environments enable children in the early years to make rapid progress.
- Pupils' behaviour is impeccable. Pupils have a strong desire to learn and show great resilience when challenged. Pupils are confident and show a high level of respect towards one another and all adults.
- There is a strong culture of safeguarding across the whole school. Everyone is vigilant about any potential risk to pupils. Pupils say that they feel very safe.
- Governors have a detailed understanding of the school's performance. They have a varied set of skills and expertise which enables them to challenge and support leaders very effectively on all aspects of school improvement.
- Leaders provide high-quality support, challenge and professional development to improve the performance of all staff.
- Leaders at all levels contribute to improving the school. Subject leaders know how well pupils are doing in different subject areas and provide support to teachers to improve their teaching. However, they recognise that they can do even more to further improve outcomes in their subject areas.

Full report

What does the school need to do to improve further?

- Further enhance the skills of subject leaders by:
 - providing more opportunities for leaders to monitor the quality of teaching and learning in lessons
 - providing further training on analysing the outcomes of different groups of pupils within their subjects.

Inspection judgements

Effectiveness of leadership and management

Outstanding

- The inspirational leadership of the headteacher has promoted rapid improvements in the school's performance since her appointment. Supported strongly by the whole leadership team, her drive and determination to ensure the best possible outcomes for all pupils are outstanding.
- Leaders have developed a remarkable sense of teamwork across the whole school. All staff share the leaders' vision and there is a very strong ethos of 'We are all in this together'. The high expectations of leaders pervade the whole school.
- Leaders' monitoring of the quality of teaching and learning is exceptional. Every aspect of teaching and learning is reviewed to ensure that the school is providing all pupils, whatever their ability, with the best possible education. Highly bespoke training and support are provided to help teachers and teaching assistants improve their practice. Staff value the opportunities they have to develop professionally and continually seek to improve their teaching. Consequently, teaching and learning are of the highest quality and are continuing to improve.
- Systems to manage the performance of teachers are thorough and robust. Leaders set challenging targets, but also ensure that support is provided to staff when needed. Where teaching is less than good, leaders take all possible steps to improve it. They do not shy away from challenging teaching which is not improving outcomes for pupils.
- Leaders target the additional funding to support disadvantaged pupils very carefully to meet the specific needs of these pupils. Pupils' academic, social and emotional needs are identified and a range of support is provided. The nurture provision is used to very good effect to promote pupils' emotional well-being. As a result of the carefully matched support plans in place, disadvantaged pupils, including the most able disadvantaged pupils, are making good or better progress across the school.
- There is a truly distributed leadership across the school. Leaders at all levels undertake a detailed evaluation of their area of responsibility and devise targeted action plans to improve and develop the quality of education across the school. Leaders value the support and training they receive to help them to develop their leadership skills.
- Subject leaders have a very good understanding of the standards pupils are achieving in their subjects. Pupils' progress is tracked carefully. Skills progression in all subjects is highly developed as a result of the work by subject leaders. However, the subject leaders recognise that they could improve pupils' outcomes even further by tracking the progress of different groups of pupils in more detail, and by monitoring the quality of teaching and learning in lessons.
- There is highly effective provision for pupils who have special educational needs and/or disabilities. The additional funding received to support these pupils is used to great effect. Leaders carefully identify the social and emotional needs as well as the academic needs of these pupils, and ensure that the right support is in place to help them make progress. The support for pupils who have special educational needs and/or disabilities is woven seamlessly into the classroom provision. Teachers have an excellent understanding of how to plan for their additional needs. Consequently, these

pupils are making good or better progress in all subjects, and are fully included in the life of the school.

- The broad and balanced curriculum is very impressive. Leaders continually review and revise the curriculum to ensure that it meets the needs of all pupils. Pupils' skills in every subject area are built upon progressively. The curriculum is flexible and allows additional activities, such as the parliament day, to be built in to enhance pupils' learning even more.
- There is a plethora of extra-curricular activities, closely matched to pupils' needs. For example, yoga and relaxation classes have been introduced to support pupils' emotional well-being. Extra-curricular opportunities have doubled over the last year. As a result of the rich curriculum provision, pupils make excellent progress in all subject areas and leave primary school with a well-rounded education.
- Pupils have a range of meaningful experiences to develop their spiritual, moral, social and cultural learning. They learn about different faiths and cultures, which includes visits to places of worship. A residential trip to Devon develops pupils' confidence away from home. Leaders carry out an audit of the experiences available, and continually look for further ways to enhance spiritual, moral, social and cultural learning.
- Pupils have a strong understanding of fundamental British values and their importance in today's society. Leaders ensure that activities linked to British values are relevant to pupils' learning. For example, Year 5 pupils wrote about the modern-day judicial system following a study of the poem 'The Highwayman'. Pupils are very well prepared for life in modern Britain.
- There is a sense of companionship in the breakfast club. Strong relationships exist between the staff and pupils, who are fully included in planning the activities within the club. Pupils experience a calming time before moving to their classes, which includes giving one another praise for the morning's activities. There is a positive and orderly transition to the classes, and pupils enter ready to learn.

Governance of the school

- The governing body has been reconstituted since the last inspection. A detailed review of governors' skills was undertaken, and the subsequent recruitment of governors focused on ensuring that there was a wide range of skills and expertise on the governing body. This has been achieved very well and the governing body is a significant strength of the school.
- Governors have the highest expectations of leaders. They are fully involved in developing the school's vision and share the deep commitment of staff to improving outcomes for all pupils.
- Governors have a thorough understanding of the school's performance. They are well informed by leaders, but do not take the information provided at face value. Governors ask insightful questions to challenge leaders. They are frequent visitors to school and use a range of information to check that school improvement actions are having a positive impact on pupils' outcomes. As a result, governors are able to be fully involved in school self-evaluation. Leaders value highly the support and challenge provided by governors.

- Systems to manage the performance of teachers are checked meticulously by governors. They are very knowledgeable about the quality of teaching and learning across the school. Governors ensure that the headteacher is held to account for the school's performance.
- Governors check carefully that additional funding to support disadvantaged pupils is used to improve outcomes for these pupils. They review assessment information, meet with leaders and review the different initiatives in place to support disadvantaged pupils. A review of the use of pupil premium funding was commissioned last year to see if leaders could make even better use of the funding. This shows the commitment of governors to continually seeking ways improve the school.
- Additionally, governors also check that the sport premium funding is used effectively. They know how the money is spent and how pupils are being helped to be more active in school.
- The governors carry out all their statutory responsibilities highly efficiently, including checking that all safeguarding arrangements are robust and in place.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders place the highest priority on keeping pupils safe. All staff work to ensure that pupils are kept safe from harm. A culture of safeguarding permeates the whole school. Staff take safeguarding training seriously, attend it regularly and make sure that they understand and can apply all school policies and procedures.
- Stringent checks are made on all staff who work in the school to ensure that they pose no risk to pupils. Risk assessments, including for individual pupils, are thorough and identify how risks are to be minimised to make sure that pupils are safe. Records to support vulnerable pupils are detailed and held securely. Rigorous safer recruitment procedures are followed when appointing new members of staff.

Quality of teaching, learning and assessment

Outstanding

- There is exceptionally skilful teaching across the whole school. Teachers use questioning highly effectively to challenge and deepen pupils' thinking. Teachers target questions to the needs of individual pupils. As a result, pupils' learning is moved forward continually and at pace.
- Teachers know in detail where every pupil is in their learning. Assessment systems are used to very good effect to pinpoint the next steps in learning. Teachers' planning is matched carefully to the needs of all pupils. Teachers regularly and quickly adjust their planning when needed to ensure that pupils' learning is continually taken forward.
- Pupils regularly review and assess their own work during lessons. They are taught from a very early age to reflect and consider what they have done, and how to improve it. Pupils' skills at improving their own work are well developed and are supporting them to make progress in all subject areas.
- Teachers have high expectations of all pupils, including the most able, disadvantaged

pupils and pupils who have special educational needs and/or disabilities. Pupils are taught specifically how to become resilient learners and are, therefore, not afraid of any challenge they are presented with. Pupils have remarkably high expectations of themselves. They not only rise to the challenge of the teaching, but also seek out ways to challenge themselves.

- The relationships between teachers and pupils are excellent. The high-quality teaching engages and stimulates pupils' interests. It inspires pupils. Consequently, pupils' learning behaviours are outstanding. They have a desire to learn, they work hard and they waste no time in lessons. Even the youngest pupils show confidence and maturity in their learning.
- Teachers' subject knowledge across the curriculum is exceptional. Teachers use technical vocabulary accurately and there are many examples of pupils using and applying this vocabulary within their work. Opportunities to apply reading, writing and mathematical skills across the curriculum are many and varied. For example, science books show pupils using a range of writing and mathematical skills. Teachers have equally high expectations of pupils' reading, writing and mathematical work in all subjects, not just in English and mathematics. Good progress can be seen in all subjects.
- Teachers provide pupils with many opportunities to apply their mathematical skills in problem-solving and reasoning activities. Pupils are able to articulate their learning clearly, using correct mathematical vocabulary. Pupils' basic mathematical skills are very secure, which enables them to reason at a high level.
- Teachers give pupils many opportunities to write in a range of different styles and at length. The teaching of grammar, punctuation and spelling is highly effective. Stimulating activities are planned to spark pupils' interest, and meaningful links are made in topics to develop pupils' learning further. For example, in Year 6, 'Goodnight Mr Tom' was used as a text to support learning about the Second World War, and led to some effective writing based on a diary entry of a child who was evacuated. Consequently, rapid progress in writing can be seen across the school.
- The teaching of phonics is highly effective. All staff use correct sounds and leaders ensure that the phonics teaching is consistently good across the school. Pupils are able to confidently apply their phonics knowledge in both their reading and writing.
- Teaching assistants make a very positive contribution to pupils' learning. They support learning skilfully, and also use effective questioning to challenge pupils' thinking. Small-group work outside the classroom is targeted carefully and teaching assistants have a very good understanding of pupils' needs. As a result, pupils make good progress in these groups.
- Homework supports and develops learning across the curriculum. Pupils have 'learning logs' which focus on topics being covered in class. The 'learning logs' are designed to celebrate pupils' learning in class. They also help to develop parental engagement in their child's education.

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Leaders place a high priority on developing pupils' social and emotional well-being. The nurture provision is highly effective at helping pupils who need extra support to be happy and settled in school. 'Let's Talk' boxes enable pupils to share any worries they may have. Staff ensure that any concerns, however small, shared by pupils are acted upon swiftly. As a result, pupils know that there is always someone they can talk to and who will help them if needed.
- Pupils are clear about how to keep themselves safe. Visitors, such as the local police, are used to help pupils learn about safety. E-safety lessons are held regularly and pupils know how to keep themselves safe online.
- Pupils know what bullying is and can give examples of why some people might be bullied. They say that bullying does not happen in their school because everyone cares for one another. However, pupils know that there is always someone they can speak to if bullying does happen.
- Pupils show a deep respect for one another's views. They engage in debates in lessons and discuss different viewpoints in a considered way. A parliamentary debate held between pupils during the recent election was a good example of this.
- Relationships between all adults and pupils are outstanding. Pupils show a very high level of respect to everyone within their school. Without exception, pupils smiled and greeted inspectors in a polite and welcoming way. Pupils are extremely proud of their school.
- Pupils have a wide range of opportunities to take on additional responsibilities. All Year 6 pupils have a specific responsibility. The head boy and girl, along with the deputy head boy and girl, give speeches as part of their election process, and all pupils vote for the candidates in a democratic way. Those pupils elected meet with senior leaders to help develop school improvement priorities.
- Teachers encourage pupils to be confident. Pupils are taught to be resilient in their learning from a very early age. As a result, they are not afraid to try new things and tackle challenging work and they are exceptionally well prepared for the next stage of their education.
- Parents who responded to the Ofsted online questionnaire and who spoke to inspectors demonstrated their overwhelming support for the school. They feel that their children are safe, well cared for and very happy.

Behaviour

- The behaviour of pupils is outstanding.
- Pupils demonstrate impeccable behaviour across the whole school. This includes at breaktimes, in the dining hall and moving around school, as well as in lessons. All areas of school are calm and well ordered and pupils need minimal supervision in terms of managing their behaviour. The vast majority of pupils are able to manage their own behaviour to an exceptional level. No time is wasted in lessons. Pupils' movement from the playground to classrooms and between lessons is a pleasure to see.

- Pupils have a clear understanding of the behaviour rewards and sanctions, and aspire to achieve gold on the 'zone boards'. This is the greatest accolade for positive behaviour.
- Leaders' monitoring of behaviour is of the highest quality. Behaviour logs are detailed, analysis of inappropriate behavioural incidents is carried out weekly and swift actions are taken to address any issues. Focused behaviour plans are in place to support pupils who have specific difficulties. Leaders work closely with families to provide additional support where needed. As a result of the very secure behavioural systems in place, and the effective use of them by leaders, behavioural incidents and exclusions have reduced considerably, especially for disadvantaged pupils and pupils who have special educational needs and/or disabilities.
- Over this year, leaders' actions to improve attendance have proved very effective. Pupils' attendance is monitored in great detail, and any concerns about absences are followed up quickly. Leaders work closely with families to address high absences and take robust action to improve attendance where needed. Consequently, absence rates, including persistent absence, have fallen and are now below national averages.

Outcomes for pupils

Outstanding

- Outcomes at the end of key stage 2 have been consistently good. Evidence in pupils' books currently, along with the school's assessment information, indicates that all pupils across the school are making at least good progress from their starting points. There is a significant amount of evidence in books currently to show that a number of pupils are making outstanding progress, especially the most able.
- In 2016, progress in reading and mathematics at the end of key stage 2 was in line with national averages. Pupils' attainment was above national averages in reading and mathematics, including at greater depth.
- As a result of the strong focus on improving writing across the school, pupils' progress in writing at the end of key stage 2 in 2016 was significantly above the national average. Pupils' attainment was also above the national average, with the proportion of pupils achieving a greater depth of learning being well above the national average.
- Outcomes at the end of key stage 1 in 2016 were at least in line with national averages in reading, writing and mathematics. The proportion of pupils achieving a greater depth of learning in writing was above the national average.
- At the end of key stage 2 in 2016, outcomes for disadvantaged pupils were broadly similar to other pupils nationally in reading, writing and mathematics. Outcomes for disadvantaged pupils at the end of key stage 1 were slightly lower than other pupils nationally. However, currently, disadvantaged pupils are making at least the same or better progress than other pupils. Teachers have an in-depth knowledge of the needs of disadvantaged pupils and have very high expectations of what they can achieve. The level of challenge is considerable and is enabling these pupils to make rapid progress from their starting points.
- Equally, teachers' expectations of what pupils who have special educational needs and/or disabilities can achieve are also very high. These pupils have work which is exceptionally well matched to their needs. Tasks are accessible, yet challenging, and

are enabling them to make very good progress in reading, writing and mathematics. Progress across all curriculum subjects is also very strong for pupils who have special educational needs and/or disabilities.

- Most-able pupils thrive on the challenge presented to them by teachers. There is no fear of failure and all pupils see mistakes as a way to learn. Teachers take every opportunity to further the learning of the most able, and their progress across all areas of the curriculum is rapid.
- Pupils' work in books shows that progress in mathematics is at least good, with many examples of pupils making outstanding progress. This is as a result of teachers' high expectations and the excellent teaching of mathematical problem-solving and reasoning across the school. Pupils have very secure basic mathematical skills.
- Writing in books is of a very high quality. There is a wide range of evidence of pupils writing at length and in a range of different styles. Grammar, punctuation and spelling are applied correctly in pupils' writing. Writing across the curriculum is particularly strong. At least good progress can be seen in every year group and, in a number of classes, outstanding progress can be seen.
- Pupils read widely and often. A wide range of texts covering different genres and topics are used to support learning across all areas of the curriculum. Reading materials are very well matched to all pupils' abilities, enabling them to make very good progress.
- Phonics is taught effectively and pupils are able to apply their phonics knowledge when reading. The proportion of pupils achieving the required standard in the phonics screening check at the end of Year 1 has been above national averages for the past two years. The proportion of disadvantaged pupils achieving the required standard has also been above that of other pupils nationally.
- There is strong progress across the curriculum because of the outstanding teaching. School's assessment information and work in books show that pupils are making at least good progress across all subjects. Progress and attainment are tracked in all subjects and this enables leaders to identify and eradicate any underachievement.

Early years provision

Outstanding

- There is exceptionally strong leadership of the early years. All staff are dedicated practitioners and there is a shared vision to ensure the best possible outcomes for all children. As a result of this shared vision and determination, significant improvements have been made in the early years over the last two years.
- The leader's evaluation of the provision is detailed and incisive. Action plans are precise and identify clearly how the provision will be further improved. All staff are continually seeking ways to ensure that children have the best possible learning experiences. The leader's passion for driving improvement shines through.
- Staff receive regular training to improve their practice. A high priority is placed on professional development. Staff work with other settings to moderate work and share best practice. All staff are continually seeking ways to improve the early years provision.
- Staff plan stimulating and exciting learning experiences in both the indoor and outdoor

learning environments. They assess in great detail what children can do, and then precisely match the learning activities to children's needs. Every opportunity is taken to move children's learning forward. A detailed skills progression for each activity is in place and is used to great effect by staff. The questioning used by staff to help children learn is of a very high quality. As a result of the outstanding teaching, all groups of children, including the most able, make very good progress from their starting points.

- While published information shows that disadvantaged children are not achieving as well as other pupils nationally, these children are making at least good or better progress from their starting points. This is clearly evident in the work in children's books and in the development of their confidence. Additional funding received to support disadvantaged children is targeted carefully and used very well to support their needs.
- Children who have special educational needs and/or disabilities are supported extremely well. Staff know their needs in great detail and help the children to be fully integrated in all learning experiences. Learning activities are particularly well matched to their needs and help them to make good progress from their starting points.
- Staff help children to become resilient learners from the very beginning of their school experience. They are taught about the characteristics of effective learning through the use of characters such as 'eager eagle', 'focused fox' and 'resilient rhino'. Children talk about these characters with great enthusiasm and can give clear examples of how they have demonstrated a particular characteristic in their learning.
- Behaviour in the early years is exemplary. Well-established routines are in place. Children know what is expected of them, show a high level of respect to all adults and follow instructions quickly and sensibly. Children are confident and independent learners. They show great care towards one another and a maturity beyond their years. They are exceptionally well prepared for key stage 1.
- Strong partnerships exist between staff and parents. Parents contribute to children's learning journeys and have close communication with staff. All staff welcome parental involvement. Staff work closely with parents when children start school, including carrying out home visits, to help children settle quickly.
- There are close working relationships with a range of providers and other agencies. Staff ensure that they have detailed information prior to children starting school so that they know children's needs in detail. Staff also work with agencies such as speech and language therapists, the educational psychologist and occupational therapists to make sure that they are providing the right support to children when needed.
- All safeguarding and welfare requirements in the early years are met.

School details

Unique reference number	116769
Local authority	Worcestershire
Inspection number	10032653

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

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	589
Appropriate authority	The governing body
Chair	Mrs Rachel Barrell
Headteacher	Mrs Kate Wilcock
Telephone number	01905 423 710
Website	www.pitmaston.co.uk
Email address	office@pitmaston.worcs.sch.uk
Date of previous inspection	27–28 February 2013

Information about this school

- The school meets requirements on the publication of specified information on its website.
- Pitmaston Primary is larger than the average-sized school.
- The proportion of disadvantaged pupils is below average.
- The proportion of pupils from minority ethnic groups is below average.
- The proportion of pupils who have special educational needs and/or disabilities is below the national average. The proportion of pupils who have a statement of special educational needs or an education, health and care plan is below the national average.
- There is a nursery which is run by the governors.
- A breakfast club is run for the pupils.
- The school meets the government's current floor standards, which are the minimum

expectations for pupils' progress in reading, writing and mathematics for pupils by the end of Year 6.

Information about this inspection

- Inspectors observed teaching and learning in all classes. A number of the observations were carried out jointly with the headteacher and the deputy headteacher.
- Inspectors met with pupils, heard a selection of pupils read and observed pupils at breaktimes and lunchtimes.
- Inspectors met with the headteacher and other senior leaders, the leader of provision for special educational needs, the early years leader, middle leaders and subject leaders. The lead inspector met with members of the governing body and spoke to the school's external consultant.
- A range of pupils' books from all year groups and a range of subjects were looked at.
- A number of documents were considered, including the school's self-evaluation and improvement plans. Inspectors also considered information about pupils' progress, behaviour, attendance and safety.
- Inspectors took account of 133 responses to the Ofsted online questionnaire, Parent View. Inspectors spoke to a number of parents before school. There were no responses to the online pupil questionnaire.
- Inspectors reviewed 26 responses to an inspection questionnaire returned by staff.

Inspection team

Ann Pritchard, lead inspector	Her Majesty's Inspector
Susan Lowry	Ofsted Inspector
Derek Gardiner	Ofsted Inspector
Anna Smith	Ofsted Inspector
Janet Tibbits	Ofsted Inspector

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