



21<sup>st</sup> May 2024

Dear Parents and Carers,

We were thrilled to share the positive results of our recent Ofsted inspection, which highlighted the **ambitious curriculum** we offer at Pitton CE Primary. We are committed to ensuring all our students are challenged and supported to reach their full potential and I understand that some of the report's comments may need further clarification for parents. I therefore thought it would be useful to provide more information regarding challenge within the core (Reading, Writing, Maths) curriculum and the wider curriculum (e.g. Being an Artist, Being a Geographer, Being a Musician etc).

### Challenge within Core Subjects

The recent Ofsted report made very positive comments regarding the core curriculum (Reading, Writing, Maths) in place across the school. Examples of which include:

**'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.'**

**'Staff model high-quality conversations. Through these, children develop their vocabulary.'**

**'Reading is weaved through every subject.'**

**'Pupils read with increasing stamina as they progress through the school. Pupils read widely and for pleasure.'**

**'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.'**

Further evidence of the clear challenge within the core subjects is available in the form of the latest KS2 SAT results available for the 2023 KS2 cohort. These show a large proportion of children working at Age Related Expectations and many at greater depth in these core subjects:

### 2023 School Results Summary for KS2

	Reading (National)	Writing (National)	Maths (National)	Grammar, Punctuation and Spelling (National)	Combined (R, W, M) (National)
<b>Pitton</b>	<b>88% (73%)</b>	<b>75% (71%)</b>	<b>75% (73%)</b>	<b>88% (72%)</b>	<b>63% (59%)</b>

The 2023 the average point score in the KS2 tests showed that pupils at Pitton are in line with those nationally for Grammar, Punctuation and Spelling (GPS) and in the case of both Reading and Maths these scores are **above** the average point score nationally. This shows that pupils in core subjects are challenged and achieved scores above their peers nationally.



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## 2023 KS2 Average Point Score

	Reading Average Point Score (National)	Maths Average Point Score (National)	Grammar, Punctuation and Spelling Average Point Score (National)
Pitton	107 (105)	106 (104)	105 (105)

The percentage of pupils achieving Greater Depth (GDS) in the latest KS2 assessments on 2023 show that more pupils at Pitton achieve an assessment grade of GDS than those nationally.

## 2023 School Results Greater Depth for KS2

	Reading (National)	Writing (National)	Maths (National)	Grammar, Punctuation and Spelling (National)	Combined (R, W, M) (National)
Pitton	25% (28%)	25% (13%)	38% (23%)	38% (30%)	12.5% (8%)

The average child leaving Y6 at the end of their Primary School education receives a progress score of '0' this means they have made the expected level of progress over their time at Primary School. A positive progress score (+) would mean that children in school make more progress than would be expected and a negative progress score (-) would mean that children make progress below that would usually be expected. Last year, the most recent data available, showed that pupils at Pitton achieved well over the expected level of progress in Reading, Writing and Maths.

## 2023 Progress Scores

Progress Score Reading	Progress Score Writing	Progress Score Maths
+5.0	+3.7	+3.0

## A Wider Curriculum Designed to Motivate and Inspire

Our Enquiry Curriculum is carefully designed to spark curiosity, ignite a love of learning, and provide a strong foundation in all wider curriculum subjects. **High-quality teaching strategies** and **differentiated learning activities** allow us to cater to the individual needs and learning styles of all our students.

### The development points identified as part of the inspection relating to wider curriculum were:

\* 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.

There are already opportunities for challenge within the wider curriculum which I have outlined below. Ofsted would now like us to create a more detailed written overview of examples of where this challenge takes place in three tiers.



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## Challenging Everyone: A Balanced Approach (Tier 1)

Lessons are designed to provide an appropriate level of challenge for all students. Teachers assess student understanding regularly and adjust their approach to ensure everyone is engaged and learning new things. This may involve providing additional support for some students or offering more complex tasks for others.

## A Tailored Approach to Deeper Learning (Tier 2)

The decision to provide additional challenge is made on a case-by-case basis, considering each student's individual strengths, interests, and learning pace. **Our goal is to ensure all students are appropriately challenged without feeling overwhelmed.**

## Identifying Greater Depth (Tier 3)

For students who consistently demonstrate a strong grasp of the curriculum content, we offer **opportunities for deeper learning**. These may include:

- **Enrichment activities** that delve deeper into specific topics.
- **Research projects** that allow students to explore their interests in greater detail.
- **Problem-solving tasks** that encourage critical thinking and independent learning.
- **Opportunities to apply their knowledge** in creative and practical ways.

A few examples of how this challenge may occur are:

Observation	Action
Bob is taking part in an activity involving 'Being a Geographer' where his class teacher notices that Bob is able to identify the 8 compass points. He has met the expectation for his year group regarding the <b>knowledge</b> of compass points.	Bob's teacher asks Bob if he uses a compass outside of school. Bob says that he has used one when he goes orienteering with his family. His family are members of a local orienteering club. Bob's teacher asks Bob to label the compass to 12 points. Bob has some difficulty but can with only minimal support complete this task. Bob's teacher is confident that Bob has the knowledge required regarding compass directions. Bob's teacher sets Bob a challenge to <b>apply</b> his compass knowledge in a real-life <b>problem-solving task</b> around the school grounds. This further develops Bob's <b>skills</b> and embeds his understanding.
Betty is taking part in an activity where she is 'Being an Artist' and <b>drawing</b> a portrait of herself. Betty's teacher notices that Betty is able to use her pencil skills accurately and with precision.	Betty's teacher looks over Betty's sketch book and notices that Betty is using her art pencils precisely in other pieces of work. Betty shows signs of being a talented artist in terms of the strand of using the technique of drawing. To further extend Betty the class teacher gives Betty opportunities in subsequent enquiries to use charcoal, paint and clay. This ensures that Betty is a more 'rounded' artist and takes in to account Betty's <b>strengths and interests</b> .
Toby has shown an <b>interest</b> in learning to play the clarinet and has been taking clarinet lessons in school with a peripatetic music teacher for approximately 12 months.	Toby's teacher talks to his peripatetic music teacher and she tells him that Toby has been working hard and has greatly improved over the last 12 months. Both the peripatetic teacher and Toby's class teacher wish to celebrate this improvement and further build Toby's confidence. Toby is invited to take part in a celebration and <b>enrichment</b> opportunity to perform in front of the school and parents during the Summer Term.



## Open Communication is Key

We believe in open communication with parents. If you have any questions about your child's learning or would like to discuss their potential for deeper learning opportunities, please do not hesitate to contact their teacher to schedule a meeting.

We are confident that by providing a challenging and engaging curriculum, coupled with targeted support and opportunities for deeper learning, we can ensure all our students reach their full potential and develop a lifelong love of learning.

Yours sincerely,

*Emma Wilkinson*

Headteacher



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