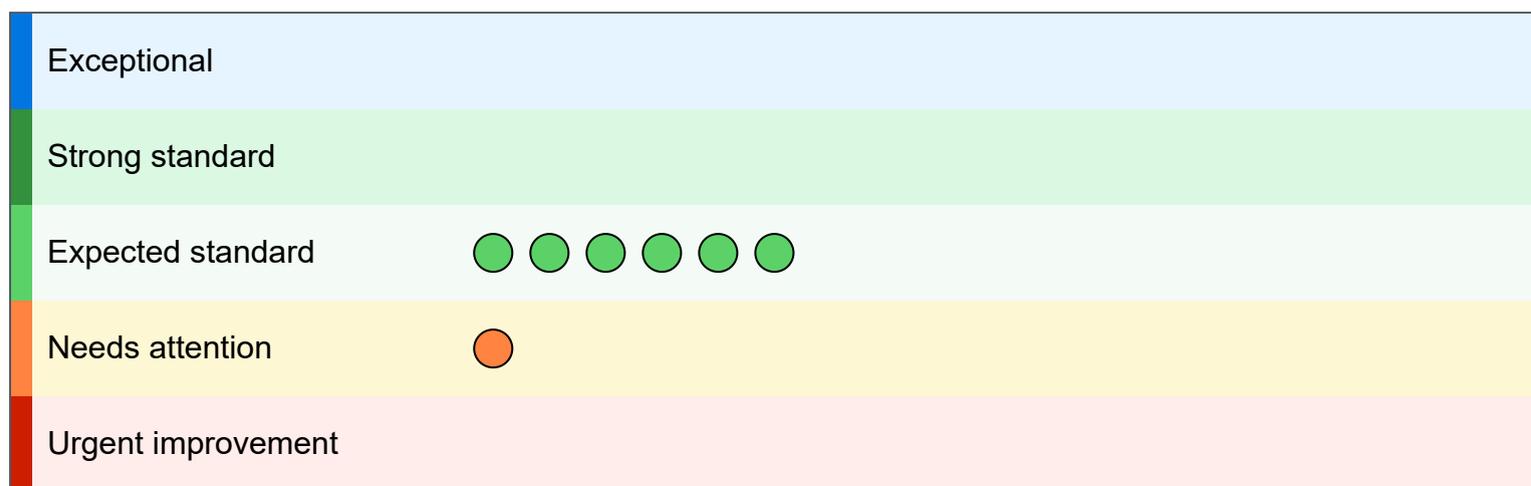


Pirton Hill Primary School

Address: Butely Road, Luton, Bedfordshire, LU4 9EX

Unique reference number (URN): 109574

Inspection report: 20 January 2026



✔ **Safeguarding standards met**

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Attendance and behaviour

Expected standard 

Leaders set high expectations for pupils' attendance and frequently review information to identify patterns of absence. They quickly notice when a pupil's attendance begins to decline and work with parents and carers to improve it. Leaders draw on a range of expertise to remove barriers and choose effective approaches to address them. As a result, pupils' attendance and punctuality have improved, and persistent absence has reduced significantly over the last year. This work is helping to secure sustained high attendance for all pupils.

Leaders also set clear expectations for pupils' behaviour from the early years. Familiar routines and daily reminders help pupils understand these expectations, so they pay attention, listen well and treat others kindly. Pupils understand the habits that help them become successful learners, such as 'super star sitting'. They respond positively to praise for meeting expectations. House points and weekly reflections on positive behaviour, including punctuality, motivate pupils to behave well and be ready for learning.

Leaders have established a culture where pupils trust staff to deal with concerns quickly, so incidents of bullying or discrimination are rare. Staff confidently use the school's behaviour approaches, and pupils value the fair and consistent practice. Leaders and staff ensure that pupils with special educational needs and/or disabilities, who may struggle to meet expectations, receive effective support, which helps them improve their behaviour.

Curriculum and teaching

Expected standard 

Leaders have developed a broad, well-sequenced curriculum so pupils build on what they have already learned across subjects. At each stage, there are clear end points so teachers know what pupils should achieve and by when. Leaders prioritise pupils securing essential skills in reading, writing and mathematics. They understand the quality of teaching across the curriculum and where it needs strengthening. For example, work to improve writing is underway and having a positive impact in the Reception Year and key stage 1, but this is not yet fully established across all year groups.

Teachers generally have secure subject knowledge and present learning clearly. They draw pupils' attention to accurate sentence structure and essential grammar skills in key stage 1. Teachers typically understand pupils' needs and adapt the curriculum to help them overcome barriers to learning. However, assessment is inconsistent. At times, teachers do not check precisely enough the knowledge pupils need to secure before moving on to more complex tasks. As a result, gaps in handwriting, grammar and spelling persist across other subjects.

Leaders ensure that staff receive personalised professional development that deepens subject knowledge. They are also developing teachers' confidence in choosing the most effective approaches in each subject, notably writing.

Early years

Expected standard 

Leaders prioritise the essential knowledge children need in reading and writing. A recent curriculum review has strengthened teaching so that more children now reach a good level of development in readiness for Year 1. Staff know children well and establish familiar routines when pupils join the school in the Nursery that help them settle quickly and participate confidently in learning. Many children join the Reception Year with varied preschool experiences, and staff identify their starting points promptly to provide the right support.

High-quality interactions between staff and children typically support communication and language development. Staff broaden children's vocabulary through stories and rhymes. They identify delays in speech, language and communication early and seek specialist support, so children make progress well from their starting points.

Children in the Reception Year confidently learn new letter sounds and blend them to read words during phonics lessons. Staff notice pupils who are not keeping up and provide additional help so they catch up and become confident readers.

Warm, positive relationships help children feel secure and willing to seek help. Children play cooperatively, developing turn-taking and positive social skills. However, at times, staff miss opportunities during the day to extend children's learning further.

Induction and welcome meetings help parents and carers understand school routines and behaviour expectations, enabling them to work effectively with staff to support their children.

Inclusion

Expected standard 

Leaders and well-trained staff quickly assess pupils' needs and identify suitable support for the pupils with special educational needs and/or disabilities (SEND). Positive relationships with parents and carers help children with SEND and those known to social care settle well in school. Leaders guide families to understand what extra support is available and how to access it. They also seek specialist input, such as speech and language therapists, to ensure pupils receive timely help. Additional lunchtime activities and nurture sessions promote positive mental health for disadvantaged pupils and those known, or previously known, to social care. This reduces barriers to pupils' academic success and wellbeing.

Some pupils, including those with education, health and care plans, benefit from tailored support in 'The Hive' to meet their individual needs. Over time, this enables them to develop independence and learn successfully alongside their peers.

Provision for disadvantaged pupils is carefully considered, particularly for those working below expected standards. Staff use this information to adapt their teaching so pupils get the support they need to achieve well. Additional funding is used wisely, for example to lend pupils laptops for homework or bicycles so they can take part in the cycling proficiency programme. Leaders routinely review the progress of disadvantaged pupils and those with SEND to check the impact of support and improve provision where needed.

Leadership and governance

Expected standard 

Leaders, including governors, know their school and its community well. Since the previous inspection, leaders have improved the reading curriculum. They understand which curriculum developments matter most and act quickly to strengthen staff knowledge and skills. Their work to improve the writing curriculum is raising the quality of teaching and pupils' work in key stage 1, securing foundations for future learning.

Leaders have high expectations of all pupils, including disadvantaged pupils and those with special educational needs and/or disabilities (SEND). Governors understand their statutory duties. They hold leaders to account and ensure that additional fundings is used well and improves outcomes for pupils. Leaders' vision to 'open doors of opportunity for pupils for now and future life' guides their decision-making, such as allocating budget to maintain a wide range of extracurricular opportunities that broaden pupils' horizons.

Staff value the support leaders provide for their wellbeing and professional learning as part of 'Team Pirton Hill'. Leaders involve staff in shaping the strategic direction of the school, for example by reviewing and updating the marking and feedback policy to help manage workload. Leaders continue to develop staff expertise across the curriculum, helping them build confidence and take responsibility for their professional growth.

Leaders build positive relationships with parents and carers. They work together to remove barriers to learning, and ensure that pupils known to social care and pupils with SEND receive the specialist support they need and attend school regularly.

Personal development and wellbeing

Expected standard 

Leaders ensure the school provides a coherent and well-planned programme of personal development that builds pupils' character and prepares them well for adolescence. Pupils understand and appreciate different beliefs and faiths, which reflects the diversity of the school community. They also learn about difference, including disabilities that are not visible, and understand the importance of treating everyone with kindness and respect. Through weekly assemblies and experiences such as visiting the Houses of Parliament, pupils deepen their understanding of fundamental British values. As a result, they talk confidently about democracy, fairness and the rule of law. Pupils know how to keep themselves safe online and how to protect their wellbeing. The school's behaviour curriculum helps pupils develop positive social skills and resolve disagreements calmly. Pupils also develop aspirations for the future through discussions about different professions and inspirational visits from an Olympian and authors.

Leaders make sure pupils receive the pastoral support they need. Pupils, including those known or previously known to social care and disadvantaged pupils, value this support. Many enjoy attending the lunchtime club, where they speak openly about their emotions and learn strategies to manage them. Leadership roles, such as being a school councillor, help pupils understand democracy in action and the importance of listening to others. Pupils are keen to take on these roles and recognise how they help them become responsible, trusted and confident individuals. Mental health specialists teach pupils practical strategies to build resilience. Pupils who attend these sessions talk confidently about managing their mental health and the importance of staying physically active.

Leaders provide a wide range of opportunities to broaden pupils' talents and interests, including clubs such as cooking, arts and crafts, and a variety of sporting activities. Leaders track pupils' participation and work to remove barriers for disadvantaged pupils. This helps ensure that all pupils can take part in creative activities, school events and residential trips, which build their confidence and self-esteem.

Needs attention

Achievement

Needs attention 

Too few pupils reach the expected standard in writing by the end of key stage 2. Weaknesses in spelling and handwriting mean pupils do not consistently secure the essential knowledge needed to produce accurate written work. These gaps limit pupils' readiness for the next stage of education.

Although most pupils develop firm foundations in phonics and read fluently, improvements to the writing curriculum are not yet reflected in published outcomes. Pupils in key stage 2 have not benefited fully from these changes, so their written accuracy and stamina remain variable. A high proportion of pupils also join the school mid-year, so they do not experience the full curriculum and their outcomes do not always reflect their capabilities.

In reading and mathematics, pupils generally develop the essential knowledge expected by the end of key stage 2, as shown in published outcomes. Disadvantaged pupils and those with special educational needs and/or disabilities progress steadily from their starting points. They achieve broadly in line with national averages when they have access to the full curriculum. However, this is not consistent for all groups or subjects.

What it's like to be a pupil at this school

Pupils enjoy their learning within the school's nurturing ethos. Leaders and staff provide a calm and harmonious environment where pupils feel safe and behave well. Pupils understand the high expectations leaders have of them and develop positive habits for successful learning. Many pupils join the school part way through the year. They are warmly welcomed, enabling them to settle quickly. Pupils are caring and form positive friendships within the school's diverse community. They play cooperatively during social times and work well together in lessons. Falling-out and bullying incidents are rare. Pupils learn how to keep themselves safe. They speak out if they have concerns. They know that staff listen and respond swiftly to any worries, so pupils attend school regularly and with confidence.

Pupils typically achieve as expected in reading and mathematics by the end of key stage 2. However, pupils' achievement in writing is not as well established because gaps in spelling and handwriting are not yet fully secured for all pupils. Disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND) blossom because of the extra support they receive. This prepares them well for their next steps. Some pupils with SEND benefit from personalised support in the quiet space of 'The Hive'. This reduces barriers to learning

and helps to achieve pupils' individual targets on education, health and care plans or support plans.

Pupils, including those who are disadvantaged or with SEND, participate in a wide range of clubs that develop their talents and interests. Trips to places such as Wimbledon and the Houses of Parliament broaden their understanding of the world beyond their local community. Pupils are aspirational about their futures. Residential trips enrich learning and build pupils' confidence. Pupils take on leadership roles, such as being members of the school council. They contribute their ideas to improve the school.

Next steps

- Leaders should ensure that teachers prioritise precise assessment of pupils' gaps in writing so that highly effective teaching is embedded across subjects, year groups and for pupils who join partway through the year.
 - Leaders should ensure that teachers continue to strengthen their expertise so they consistently make effective choices about how to adapt the curriculum, enabling gaps in pupils' grammar, spelling and handwriting to close rapidly.
 - Leaders should ensure that staff in the early years maximise opportunities for high-quality interactions throughout the day, so that informal times also promote children's learning and language development.
-

About this inspection

The chair of the board of governors in this school is Yemisi Olusanya.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher and other senior leaders, including the pastoral lead and special educational needs co-ordinator. They met with governors including the chair and vice chair of governors and a representative from the local authority, during the inspection.

The inspectors confirmed the following information about the school:

The school does not currently use any alternative provision.

The school has a nursery for children from 3-years-old.

The school runs breakfast and afterschool provision for pupils in the school.

Headteacher: Glenn Booth

Lead inspector:

Mireille MacRaild, His Majesty's Inspector

Team inspectors:

Karen Stanton, Ofsted Inspector

Julie Lawrence, Ofsted Inspector

Susan Pryor, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 20 January 2026

School and pupil context**Total pupils**

405

Above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

420

Above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

38.90%

Above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

3.21%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

17.04%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	52%	61%	Below
2024/25 (revised)	54%	62%	Below
2023/24 (final)	46%	61%	Below
2022/23 (final)	55%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	71%	74%	Close to average
2024/25 (revised)	70%	75%	Close to average
2023/24 (final)	75%	74%	Close to average
2022/23 (final)	68%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	63%	72%	Below
2024/25 (revised)	65%	72%	Below
2023/24 (final)	60%	72%	Below
2022/23 (final)	63%	71%	Below

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	68%	73%	Close to average
2024/25 (revised)	65%	74%	Below
2023/24 (final)	70%	73%	Close to average
2022/23 (final)	70%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	41%	46%	Close to average
2024/25 (revised)	43%	47%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	31%	46%	Below
2022/23 (final)	48%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	64%	62%	Close to average
2024/25 (revised)	57%	63%	Close to average
2023/24 (final)	69%	62%	Close to average
2022/23 (final)	66%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	53%	59%	Close to average
2024/25 (revised)	50%	59%	Close to average
2023/24 (final)	54%	58%	Close to average
2022/23 (final)	55%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	59%	60%	Close to average
2024/25 (revised)	61%	61%	Close to average
2023/24 (final)	62%	59%	Close to average
2022/23 (final)	55%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	41%	68%	-27 pp
2024/25 (revised)	43%	69%	-26 pp
2023/24 (final)	31%	67%	-37 pp
2022/23 (final)	48%	66%	-18 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	64%	80%	-16 pp
2024/25 (revised)	57%	81%	-24 pp
2023/24 (final)	69%	80%	-10 pp
2022/23 (final)	66%	78%	-13 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	53%	78%	-25 pp
2024/25 (revised)	50%	78%	-28 pp
2023/24 (final)	54%	78%	-24 pp
2022/23 (final)	55%	77%	-22 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	59%	80%	-21 pp
2024/25 (revised)	61%	81%	-20 pp
2023/24 (final)	62%	79%	-18 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	55%	79%	-24 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	5.5%	5.2%	Close to average
2023/24 (3 term)	5.9%	5.5%	Close to average
2022/23 (3 term)	6.9%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	15.1%	13.3%	Close to average
2023/24 (3 term)	20.8%	14.6%	Above
2022/23 (3 term)	20.4%	16.2%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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