

# Inspection of Pilgrims' Cross CofE Aided Primary School

Picket Twenty Way, Andover, Hampshire SP11 6TY

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Inspection dates: 7–8 January 2020

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Early years provision

**Good**

Previous inspection grade

Good

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

Pupils feel safe in this school. They are confident and happy. Pupils enjoy coming to school and say they appreciate teachers asking them about how they want to learn. Pupils sometimes help plan and create resources with their teachers to use in lessons. Pupils relish this responsibility.

Leaders at Pilgrims' Cross expect pupils to work hard and do well. They are developing interesting 'learning adventures' for pupils to learn about. Pupils have a range of opportunities to learn beyond the subject content they study. For example, class trips to Stonehenge and the beach stick firmly in pupils' minds. They enjoy these highly and can explain how, for example, seeing the prehistoric monument with their own eyes has helped them to know and understand more.

Pupils behave well in this school. They are respectful towards their peers and staff. Pupils listen well and follow instructions promptly. Adults act as positive role models for conduct and support pupils effectively with any conflict resolution. Bullying is rare and does not cause concern for pupils, parents or carers.

Most parents are very supportive of the school and the education their children receive. One parent spoke for many when they commented, 'My child is thriving at this school.'

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

Leaders' work to improve pupils' learning in mathematics is effective. Leaders have ensured that, in each topic pupils study, the mathematical knowledge pupils learn builds precisely on what they have been taught previously. As a result, pupils remember the mathematical knowledge they have been taught well.

Curriculum leaders have not ensured that all subjects are being implemented to build pupils' knowledge and skills over time. For example, in science, they do not have a clear overview of how this subject is implemented by all teachers. As a result, some pupils receive a disjointed science curriculum.

Leaders have responded effectively to recent dips in pupils' phonics achievement. Consequently, more pupils are confident in practising the sounds they need to read and write better.

Some teachers plan the reading curriculum well to build pupils' skills over time. However, leaders do not have a secure enough overview of how all teachers do this across year groups. Leaders are working on this. The few pupils who need help to read better are supported appropriately. Consequently, these pupils improve their reading and catch up.

Staff have high expectations for pupils to behave responsibly. Pupils follow staff's instructions quickly. Classrooms are calm and welcoming places for pupils to learn in. Pupils' positive attitudes and motivation to learn mean that learning is rarely disrupted by distracting behaviour. Pupils are supervised appropriately by adults at playtimes. Older pupils often look out for and help the younger children at playtimes if they need it. Pupils enjoy playing games together.

Pupils know and understand the school values of 'love', 'courage' and 'trust'. For example, they understand how democracy works and the trust people put in democratically elected leaders. Pupils respect others' differences. Some are 'cyber ambassadors'. They help other pupils learn about the risks of using technology inappropriately.

Leaders work very closely with teachers to ensure that the needs of pupils with special educational needs and/or disabilities (SEND) are met. A few staff do not have sufficient knowledge or skill to support pupils with SEND to best effect. Leaders have training plans in place to address this. Pupils with SEND achieve well.

Leaders ensure that children in the early years develop skills and knowledge as they should. For example, children have many opportunities to learn how to recognise and write numbers. Children's learning is sometimes extended by interesting interactive experiences, such as learning to handle and care for animals. Most children are well prepared to move from the early years to key stage 1.

Governors know the school's strengths and priorities. However, governors do not have a confident understanding of how the money received to support disadvantaged pupils and pupils with SEND is spent. They have responded positively to this gap in their knowledge and have made sure that they are now getting support to address this. Nevertheless, they do not know the impact of additional spending on the achievement of vulnerable groups of children.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have created a culture where the safety of all pupils is the highest priority. Leaders know their safeguarding responsibilities. They train all staff appropriately. As such, staff know when and how to report any concerns they have about a pupil's safety. Leaders respond promptly to any concerns raised about a pupil's welfare. They make sure that they do their very best to get the right support for vulnerable pupils and their families. Leaders work well with other agencies. Vulnerable pupils and their families receive suitable help.

Governors work closely with school leaders to ensure that the culture of safeguarding remains effective.

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

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

- Leaders need to ensure that all curriculum leaders are checking the implementation of the intended curriculum. Leaders must ensure that, in all subjects, pupils' knowledge builds on what they already know and remember.
- A few staff are not trained well enough to support pupils with SEND. This means that some pupils are not learning as much as they might. Leaders need to ensure that these staff are trained quickly so that pupils with SEND continue to achieve well.
- Leaders do not have a secure overview of how the reading curriculum is implemented in some year groups. Leaders need to ensure that the reading curriculum is delivered according to the school's agreed approach in order to check that it is effective and that pupils' reading skills continue to improve.
- Governors do not have clarity about how the pupil premium funding and the money received to support pupils with SEND are spent. They do not know the impact of this spending. This means that they are insufficiently able to hold leaders to account with regard to vulnerable pupils' achievement. Governors need to ensure that they have a more secure grasp of this quickly so that they are better placed to support and challenge leaders in securing the best possible education for vulnerable pupils.

### 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 Ofsted Parent View information 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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

### Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	136407
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10111150
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	387
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Gordon Bell
<b>Headteacher</b>	Jon LeFevre
<b>Website</b>	<a href="http://www.pilgrimscross.co.uk">www.pilgrimscross.co.uk</a>
<b>Date of previous inspection</b>	28 February 2019, under section 8 of the Education Act 2005

## Information about this school

- The school is a Church of England voluntary aided school. It was last inspected under section 48 of the Education Act 2005 in March 2016 and graded good. These inspections take place every three to five years.

## Information about this inspection

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

- We met with senior leaders, curriculum leaders, teachers and pupils.
- I met with the chair of governors and a representative group of governors.
- I met with a representative of the local authority.
- We met with parents at the start of one day of the inspection. We considered the responses to Ofsted's parent and staff surveys.
- I reviewed the school's website, the publicly available information about pupils' performance and other relevant school documentation.

- I reviewed safeguarding procedures in place at the school, including checking the single central record and safeguarding policies. I met with the designated safeguarding lead.
- We observed pupils' behaviour in classrooms, at playtimes and lunchtimes, and as they moved around the school.
- We did deep dives in these subjects: reading, writing, mathematics, geography and science. This involved talking to subject leaders, teachers and pupils about learning in these subjects. We also considered pupils' work.

### **Inspection team**

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