

Pilgrims' Cross CofE Aided Primary School

Address: Picket Twenty Way, Picket Twenty, Picket Twenty Way, Andover, Hampshire, SP11 6TY

Unique reference number (URN): 136407

Inspection report: 23 June 2026

Exceptional	
Strong standard	●
Expected standard	● ● ● ● ●
Needs attention	●
Urgent improvement	

✓ 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.

Strong standard ●

Inclusion

Strong standard ●

Leaders are ambitious for all pupils, and have a clear focus on the most vulnerable. Staff have a breadth of knowledge and expertise that is used well to help pupils who need extra support. Leaders rigorously monitor the progress of more vulnerable pupils. They use and analyse data to adjust provision adeptly. Despite lower end of key stage 2 achievement for pupils more generally, disadvantaged pupils, those known or previously known to social care, service family pupils and pupils with special educational needs and/or disabilities (SEND), make very positive progress from their starting points in both their learning and wellbeing.

The school is highly inclusive. Staff identify pupils' needs quickly and thoroughly. Staff work closely with parents, taking their views into account and making best use of available knowledge about each pupil. Inclusive practices are consistent across classrooms. For example, visual timetables and 'now and next' boards are embedded routinely within the school's regular provision. This helps vulnerable pupils to have a clear understanding of their learning and adds to their feeling of safety, security and wellbeing. Leaders meet the needs of pupils with SEND expertly. They adapt the environment and the school's wider curriculum offer with insight and precision. Where necessary, alternative provision is appropriately commissioned. Leaders ensure that pupil premium funding to support more vulnerable pupils is used effectively.

Expected standard ●

Attendance and behaviour

Expected standard ●

Regular school attendance is prioritised, reflecting a culture of care and high expectations for all. Targeted work, such as the 'Little Troopers' group for service children, makes a positive impact. Leaders take a forensic approach to ensuring that pupils have high attendance. Staff review all pupils at risk of lower attendance and identify bespoke, supportive next steps. This is rooted in a clear understanding of individual barriers for pupils and families and the school's highly effective inclusion practice. Staff work closely and positively with families to remove barriers to attendance. Attendance for pupils in all of the vulnerable groups identified is higher than national averages.

Leaders have developed a clear and effective approach to behaviour. The 'Pilgrims' Cross Compass' is at the centre of leaders' policies. Staff know and understand pupils well. They devise adapted starts to the day to help pupils settle quickly. Staff promote good attitudes to learning and have high expectations. They implement the behaviour policy consistently and effectively. Pupils have positive attitudes to their learning. Staff anticipate more challenging behaviour skilfully. Pupils demonstrate a secure understanding of bullying as repeated behaviour and can articulate what being a good friend looks like in practice, for example through sharing, turn-taking and including others in play. Any kind of unkind behaviour, online or offline, is dealt with quickly and appropriately.

Curriculum and teaching

Expected standard 

Leaders have an accurate and informed picture of the quality of teaching and learning. They take deliberate, proactive decisions about the curriculum which are in pupils' best interests. The curriculum is thoughtful and well organised. Lessons are suitable and well planned across subjects and year groups. Teaching is highly inclusive. Lessons are adapted for more vulnerable pupils successfully, particularly for pupils with special educational needs and/or disabilities.

Staff have appropriate subject knowledge. Where teaching is most effective, staff explain new learning well and use questions successfully. For example, phonics teaching is clear and helps pupils at the earliest stages of reading to secure the knowledge and skills that they need. Leaders have prioritised improving reading, writing and mathematics teaching, with notable positive impact on the quality of teaching and learning across this academic year. These improvements have not yet had the intended impact on pupils' achievement across all subjects.

Overall, the curriculum is generally taught well. At times, however, some checks on pupils' understanding within and across lessons are not as clear as they could be. In writing, and in some wider curriculum subjects such as history and geography, approaches to assessment are not used consistently. This means staff are not always precisely identifying what pupils know and can do to then building upon this during subsequent lessons.

Early years

Expected standard 

The school's early years curriculum sequences key knowledge effectively. Leaders teach and build on the school's values of love, trust and courage from the beginning of each child's journey in Reception Year. Key subject areas are mapped out with precise vocabulary identified for each area of learning appropriately. The learning environment is well-resourced, giving children many different opportunities to learn together successfully. Children cooperate well. Staff support children's learning through high-quality interactions which help children develop and extend their knowledge. For example, children enjoyed making slider-mechanisms and, with prompting, could use the language of joining and connecting to make a model of a moving seagull. By the end of Reception Year, most children achieve well across the early years curriculum.

Staff identify children's learning needs quickly. Teaching for children with additional needs is thoughtful and inclusive. Strategies such as the use of Makaton signing and using visual prompts help them to respond to staff well. Staff scaffold adult-led lessons carefully. They model and explain learning clearly. Songs, rhymes, poems and stories are used routinely to help children enjoy and build an emotional connection to their learning. Wellbeing and care practices are well-established. Children are supported skilfully across the early years to develop the independence and confidence they need.

Leadership and governance

Expected standard 

Leaders have a clear understanding of the school's strengths and areas for development. They have acted decisively to make a positive difference to pupils at the school, particularly

the most vulnerable and disadvantaged. Leaders, including governors, rightly recognise that achievement for pupils at the end of key stage 2 is not yet in line with their aspirations and expectations. They have responded to this quickly, and there are already signs of improvement.

Leaders have coordinated training and support for staff to help drive school improvements forwards. Staff have benefited from a variety of professional learning opportunities that impact positively on their teaching, particularly with a focus on supporting more vulnerable pupils. Leaders work well with external agencies and professionals who provide expert support that further builds staff knowledge. At the same time, staff value leaders' care for their workload and wellbeing highly. Staff feel that there is an open, collegiate approach that has built trust across the staff team quickly. Parents and carers are overwhelmingly supportive. One parent captured the sentiments of many others, writing, 'The school creates a nurturing environment where children feel safe, valued and encouraged to thrive'.

Governors know the school's strengths and priorities. They understand their roles and responsibilities and are fully committed to doing all they can to help the school further improve. They support and challenge leaders effectively, for example through monitoring visits to the school and by questioning internal and external reports appropriately in governor meetings.

Personal development and wellbeing

Expected standard 

Leaders are passionate about promoting the values of the school and further enhancing personal development for all pupils. Overall, they have designed a personal development programme which includes personal, social, relationships and health education provision in line with statutory requirements. They review the effectiveness of this systematically. Specific training for staff as well as resources and speakers coming into the school help to broaden and strengthen practice. Where there is a need, leaders emphasise aspects of the personal development programme appropriately to respond to issues that may arise. For example, incidents around the use of mobile phones, social media and online safety lead into specific lessons which strengthen pupils' understanding of how to stay safe and what to do if they have any concerns.

Pupils talk confidently about the links between physical and mental health. They demonstrate respect and care for one another in their interactions. Pupils develop their understanding of British values such as tolerance and democracy and why these are important. For example, pupils know that voting for house captains reflects one way the school upholds democratic principles. Opportunities for curriculum enrichment, including sports clubs and educational visits increasingly support pupils' wider development. Many pupils enjoy developing their leadership skills and contribute positively to their school community. The Junior Road Safety Officers are an example of this. These pupils have learned about the importance of being a good citizen and have met with local government officials around their concerns about road safety within their local community

Pastoral care is a strength of the school. Pupils feel that staff are there to help them. Pupils are confident that they can get the support they need to help with their wellbeing. Pupils are

articulate, enthusiastic and proud of their school. They know about healthy eating and balanced meals, and the benefits of drinking water regularly to stay hydrated.

Needs attention

Achievement

Needs attention 

By the end of key stage 2, too many pupils do not achieve at the standard they should, particularly in writing. Although there is clear evidence of progress for pupils in reading, writing and mathematics this academic year, published outcomes are inconsistent and not yet in line with or above national averages.

Pupils at the earliest stages of learning secure their foundations of reading, writing and mathematics well. Achievement in phonics is secure and disadvantaged pupils, and those with special educational needs and/or disabilities make very positive progress from their starting points.

Within wider curriculum subjects, pupils can recall some knowledge, but learning does not build over time as effectively as possible. For example, in history, pupils can recall activities about topics such as hieroglyphics, but have gaps in their understanding of key historical concepts such as chronology or cause and consequence. As a result, too many pupils are not fully prepared for their next stage of education.

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

Pupils are proud of their school. They grow in confidence through roles and responsibilities such as librarian, junior road safety officer and school councillors. Pupils offer their views readily and develop confidence as they progress through each year group. Relationships are very positive. Pupils are polite and respectful towards staff and each other. Bullying is rare, and pupils are confident that any issues would be resolved quickly. Pupils with special educational needs and/or disabilities have their needs identified quickly. They thrive as a result of thoughtful, caring support. Staff overcome pupils' barriers to learning and/or wellbeing skilfully.

In some subject areas, pupils learn the curriculum well. Pupils build knowledge and skills in reading and mathematics and in some subjects across the wider curriculum. For example, in French pupils can describe the weather using points of a compass and recall weather phrases. In geography some pupils spoke about push and pull factors in population movement knowledgeably. In writing, however, and some wider curriculum subjects, staff do not consistently check pupils' understanding as effectively as they could. As a result, some pupils have misconceptions that are not addressed, or gaps in their knowledge. Teaching has rapidly improved over the last year, but by the end of key stage 2 too many pupils are not secure in the knowledge they need across the full curriculum.

Pupils know the school's values of love, courage and trust well. They develop a depth of understanding to be able to share examples of how these values impact positively on their daily life, both inside school and beyond. Pupils model positive behaviour and attitudes to learning. They learn how to be role models for each other. In classrooms and on the playground, pupils know what is expected from them clearly. Pupils' attendance is high. Pupils rarely miss school, feel safe and are very happy.

Next steps

- Leaders should ensure that, by the end of key stage 2, pupils' published outcomes in reading, writing and mathematics are consistently in line with or above national averages.
 - Leaders should ensure that across the wider curriculum staff use assessment consistently and effectively to check pupils' understanding and make changes to teaching and the curriculum that enhance pupils' knowledge more effectively.
 - Leaders should ensure that lesson activity choices are designed effectively to build on what pupils know and understand, ensuring pupils maximise their learning within lessons and across the curriculum, including in the early years.
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About this inspection

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 (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMI.

The chair of the board of governors in this school is David Rawlins.

Inspection activities:

Inspectors spoke with the headteacher and other school leaders. Inspectors spoke with the chairs of governors. Inspectors also spoke to a representative of the local authority and a representative of the diocese.

The inspectors confirmed the following information about the school:

The school uses one unregistered alternative provision.

Headteacher: Jim Cascarini

Lead inspector:

Carl McCarthy, His Majesty's Inspector

Team inspectors:

Alison Robb-Webb, Ofsted Inspector

Aimee Floyd, 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 23 June 2026

School and pupil context

Total pupils

375

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)

22.67%

Close to 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

4.27%

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

11.20%

Below average

What does this mean?

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

National average: 15%

Location deprivation

Close to 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	42%	61%	Below
2024/25 (final)	45%	62%	Below
2023/24 (final)	44%	61%	Below
2022/23 (final)	39%	60%	Below

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	67%	74%	Below
2024/25 (final)	71%	75%	Close to average
2023/24 (final)	72%	74%	Close to average
2022/23 (final)	57%	73%	Below

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	59%	72%	Below
2024/25 (final)	57%	72%	Below
2023/24 (final)	60%	72%	Below
2022/23 (final)	61%	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	60%	73%	Below
2024/25 (final)	61%	74%	Below
2023/24 (final)	66%	73%	Close to average
2022/23 (final)	54%	73%	Below

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	29%	46%	Below
2024/25 (final)	40%	47%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	29%	46%	Below
2022/23 (final)	19%	44%	Below

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	51%	62%	Below
2024/25 (final)	67%	63%	Close to average
2023/24 (final)	50%	62%	Below
2022/23 (final)	38%	60%	Below

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	44%	59%	Below
2024/25 (final)	47%	59%	Below
2023/24 (final)	43%	58%	Below
2022/23 (final)	44%	58%	Below

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	44%	60%	Below
2024/25 (final)	60%	61%	Close to average
2023/24 (final)	50%	59%	Close to average
2022/23 (final)	25%	59%	Below

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	29%	68%	-39 pp
2024/25 (final)	40%	69%	-29 pp
2023/24 (final)	29%	67%	-39 pp
2022/23 (final)	19%	66%	-48 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	51%	80%	-28 pp
2024/25 (final)	67%	81%	-14 pp
2023/24 (final)	50%	80%	-30 pp
2022/23 (final)	38%	78%	-41 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	44%	78%	-33 pp
2024/25 (final)	47%	78%	-32 pp
2023/24 (final)	43%	78%	-35 pp
2022/23 (final)	44%	77%	-34 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	44%	80%	-35 pp
2024/25 (final)	60%	81%	-21 pp
2023/24 (final)	50%	79%	-29 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	25%	79%	-54 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 (3 term)	4.3%	5.2%	Below
2023/24 (3 term)	5.0%	5.5%	Close to average
2022/23 (3 term)	5.3%	5.9%	Close to average

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 (3 term)	7.2%	13.0%	Below
2023/24 (3 term)	10.1%	14.6%	Below
2022/23 (3 term)	11.9%	16.2%	Below

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

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