

Pilgrims' Way Primary School

Tustin Estate, Manor Grove, London, SE15 1EF

Inspection dates 01 – 02 July 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- School leaders have established a positive ethos in which pupils feel valued, have confidence to achieve and make good academic progress.
- Governors, under the strong leadership of the Chair of the Governing Body, are well informed about the work of the school. Together with leaders, they have had a significant impact on improving the quality of teaching in the school.
- Achievement in reading, writing and mathematics continues to improve. From low starting points, pupils make good progress, and are well prepared for the next stage of their education.
- Pupils are friendly, polite and considerate. They have good relationships with adults and classmates. This results in a calm and happy environment.
- Leaders ensure that the school is a safe and secure place. Pupils say they feel extremely safe and parents overwhelmingly agree.
- The good provision in the early years enables children to make good progress and prepares them well for Year 1.
- Teachers and support staff use their subject knowledge well to teach pupils skills in reading, writing and mathematics.
- Support staff are used effectively. They use good questioning skills which help pupils learn well.
- Disabled pupils and those who have special educational needs make good progress. Leaders identify their needs early and provide targeted support that is effective.
- Leaders' use of additional funding for pupils who are disadvantaged is highly effective. Pupils achieve at least as well as their peers in reading, writing and mathematics.
- Sports funding is used well so pupils experience good quality coaching as part of their weekly lessons. As a result, pupils learn the benefits of a healthy lifestyle.
- Effective spiritual, moral, social and cultural development of pupils ensures that they are well prepared for life in modern Britain.
- School leaders provide an effective level of support to newly qualified teachers, together with good quality professional development

It is not yet an outstanding school because

- Middle leaders are not as well established in a minority of subjects. As a result, a few subjects are not monitored consistently.
- There are not enough opportunities for pupils to learn in breadth and depth in a few subjects, for example, science.
- Not all teachers plan interesting learning activities that reflect the abilities of the most-able pupils.
- A few teachers do not use assessment precisely enough. At times, pupils are asked to do work that is not hard enough to promote outstanding achievement.

Information about this inspection

- Inspectors observed learning in 21 lessons, two of which were jointly observed with senior leaders.
- Inspectors spoke with pupils, and looked at books to take account of the work and progress that pupils make over time.
- The team held meetings with the headteacher, senior and other key leaders, two members of the governing body and a representative from the local authority.
- The team observed pupils during play and the lunch break, and heard some of them read. The quality of assemblies was also observed.
- Inspectors scrutinised a wide range of school documentation, including the school's self-evaluation and school development plan. In addition, the school's systems for assessing, tracking and evaluating pupils' progress were examined.
- Policies and procedures for the safeguarding of pupils and arrangements for disabled pupils and those with special educational needs were examined, including a scrutiny of the single central register.
- Inspectors took account of 21 responses from parents who responded to Ofsted's online questionnaire (Parent View), and informal conversations on the playground.
- Inspectors analysed 26 responses to the staff questionnaire.

Inspection team

Kim Hall, Lead inspector

Her Majesty's Inspector

David Webster

Additional Inspector

Sarah Jones

Additional Inspector

Full report

Information about this school

- Pilgrims' Way Primary School is an average sized primary school.
- The proportion of pupils from a minority ethnic heritage is well above average. Over half the pupils speak English as an additional language. Other than in the early years, few are at an early stage of learning to speak English.
- The proportion of disadvantaged pupils eligible for additional funding is well above the national average.
- The proportion of disabled pupils and those who have special educational needs is above average.
- The substantive headteacher was appointed in September 2013.
- There are three newly qualified teachers.
- Children in the Nursery attend part time. Children in the Reception classes attend full time.
- The school provides a part-time place at Summerhouse Primary Pupil Referral Unit in Southwark.
- There is a Children's Centre situated at the school.
- The school meets the government's current national floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.

What does the school need to do to improve further?

- Improve the effectiveness of leadership by:
 - providing middle leaders with the necessary skills to develop their subject areas further and fully contribute to checking the impact on pupils' progress.
- Improve teaching and learning by:
 - planning appropriately challenging and interesting activities that match the abilities of the most-able pupils
 - strengthening the curriculum further by ensuring that pupils have the opportunities to learn in breadth and depth in all subjects
 - using assessment during lessons to allow pupils the opportunity to think and work hard, so they can make outstanding progress.

Inspection judgements

The leadership and management are good

- School leaders have a good understanding of the strengths and improvement areas in the school. The headteacher is passionate and ambitious for pupils. Leaders are effective in their roles, and have established a school community in which pupils feel valued and behave well. Consequently, the vast majority of pupils are able to make good and, in some cases, even better progress.
- School leaders have an accurate view of the quality of teaching in the school. They robustly monitor the impact of teaching on learning and achievement, quickly tackling any areas of underperformance. Steps are in place to improve teaching further.
- Adults in the school value the good training and support they receive. Newly qualified teachers are overwhelmingly positive about the quality of mentoring they receive, and this is helping them to make rapid improvements in their teaching.
- The use of pupil premium funding is skilfully planned and monitored. As a result, pupils in receipt of this funding are achieving at least as well as their classmates and sometimes better.
- The school's use of the sports premium funding is highly effective. It ensures that the pupils receive quality physical education lessons. Sports lessons are a strength, and pupils develop a good understanding of healthy lifestyles as a result.
- The curriculum is well organised and provides suitable breadth and balance of coverage, promoting equality of opportunity. The deputy headteacher reviews the curriculum regularly so that it increasingly meets the interests of pupils, and provides additional opportunities to visit the many museums and galleries in London. The curriculum is not outstanding because opportunities for pupils to learn in breadth and depth are more limited in a minority of subjects such as science.
- The leadership of some aspects of the curriculum is not yet as well developed in a few subjects which is why variations in achievement across the whole range of subjects remains. Leaders recognise this issue, and provide training for middle leaders so that they can be fully involved in checking the quality of teaching across all subjects. However, it is too early to assess the impact of this training.
- Leaders promote pupils' spiritual, moral, social and cultural education well through assemblies and many other experiences such as cultural visits, for example to the theatre. In one assembly seen, pupils were learning about the value of trust. They were able to demonstrate enthusiasm and a mature approach to the discussions, listening well and with tolerance to each other's points of view. Leaders ensure that pupils are prepared well for life in modern Britain through work on topics such as democracy, and a recent visit to the Houses of Parliament helped pupils to understand British values.
- Leaders at all levels ensure that the pupils are kept safe and secure. Safeguarding systems and procedures are robust; staff receive training in a timely way. Parents overwhelmingly agree that their children are safe.
- Leadership of disabled pupils and those who have special educational needs is highly effective. Pupils' needs are identified early, with relevant support in place for pupils who require it. Where pupils receive offsite education, the leader of disabled pupils and those who have special educational needs ensures high quality teaching, safety and care.
- The local authority offers 'light touch' support to the school which has been received well. It has effectively supported the early years' leader, resulting in improved provision for children, particularly around the use of the outdoor area.
- **The governance of the school:**
 - Governors, under the experienced leadership of the Chair of the Governing Body, have an in-depth understanding of the strengths of the school, and where it needs to improve. They bring a range of professional expertise to their work which is used well to question and support the actions of school leaders. Governors recognise that raising achievement is a priority for them and as a result they scrutinise the information they receive about the quality of teaching and learning and pupils' progress.
 - Governors ensure that they challenge and address underperformance. They are involved in decisions about pay awards and are careful when carrying out this role. Governors use the local authority support well to set performance targets for the headteacher.
 - The governing body fulfils its core responsibilities and statutory duties effectively. Governors communicate high expectations, and hold the headteacher fully to account for the progress of pupils. They are well informed about financial matters and take care to ensure additional funds are spent carefully.
 - Currently, the governors are effectively managing a consultation process for the change of system and practice of the children's centre that is attached to the school. They are aware of the needs of the

community and ensure that the families that require additional support benefit from the work of the centre.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. This view is shared by staff, pupils and almost all parents.
- Pupils are polite and well-mannered. They speak confidently and positively about their school. They settle quickly to work, and have good relationships with adults and each other. Consequently, there are very few incidents of poor behaviour.
- Pupils move around the school sensibly and well. In lessons, most look after their equipment carefully, and take a pride in the presentation of their work. At play, pupils enjoy a wide range of organised activities, and have highly positive interactions with each other. As a result, pupils are able to learn in a happy and purposeful environment.
- Pupils enjoy holding roles of responsibility, such as school council representatives, and carry these out well. They show respect for each other's views and explore options before making decisions. They say adults listen to them, and they feel valued at school.
- Some pupils are not yet displaying a consistent thirst for knowledge and a love of learning. They rely on adult input and instruction before working. As a result, even though pupils are positive about their activities, and enjoy working together, often the most able do not fully develop their perseverance and resilience skills enough.

Safety

- The school's work to keep pupils safe and secure is good. Leaders make sure that all statutory checks on the suitability of staff who work at the school are carried out in a timely manner.
- Leaders have established effective partnerships with other professionals to support pupils who may be particularly vulnerable. This includes provision for any pupil who is educated part of the time at an alternative setting.
- Pupils learn about keeping safe through assemblies. They understand the rules at school for using the internet, and as a result know how to keep themselves safe.
- Attendance has improved and is now broadly in line with the national average. School leaders have worked hard to improve the attendance of pupils and have put into place a number of measures to ensure they attend school regularly.
- Pupils feel safe, and parents agree. They have a good understanding of the different kinds of bullying, and trust that if bullying were to occur, then it would be dealt with well by the adults. School records indicate that incidents of bullying and racism are extremely rare, and dealt with promptly.

The quality of teaching is good

- Teaching across many subjects is good and in a few cases outstanding. This is leading to good progress for the vast majority of pupils.
- Adults have high and appropriate expectations of what all pupils can achieve. Teachers explain the learning clearly and effectively, so that pupils know what to do and how to present their work well. In one mathematics lesson, the teacher effectively modelled how to present the calculations correctly. As a result, pupils started their work immediately and enthusiastically.
- Teachers use and insist on correct terminology in English and mathematics, ensuring that pupils practise their speaking and listening skills. Consequently, pupils are confident when answering questions and are able to explain their reasoning carefully and well. In one lesson seen, where teaching over time was effective, pupils discussed their ideas with partners before contributing their answers skilfully to the class.
- Reading widely and for pleasure is encouraged by all adults. Teachers help pupils develop their skills in phonics (the sounds that letters make). As a result, pupils are good when tackling unfamiliar words. They make good progress, and achieve very well in the Year 1 phonic screening check.
- Teaching assistants are highly effective in supporting learning. They work with small groups or on an individual basis to help those who need additional support. They use questioning skills well to ensure

pupils make good progress in lessons.

- Teachers give precise and useful feedback to pupils to improve their work in English, particularly in writing. Pupils respond enthusiastically and regularly to the comments made, carefully crafting new sentences to demonstrate improvement, as seen in their exercise books.
- The teaching of physical education is strength. Pupils receive quality instruction and modelling from the teacher so they can be successful, in a wide range of sporting games. In one lesson, the teacher skilfully demonstrated the sequence of movements for the younger pupils. This resulted in the pupils achieving more sophisticated and better outcomes.
- Although teachers have high expectations in English and mathematics lessons, there is some variation in a few subjects, particularly science. Activities are not always sufficiently differentiated or interesting enough. As a result pupils can sometimes work on activities that do not stretch their thinking, and apply their skills, particularly in Key Stage 2.
- Teachers do not always use assessment during lessons sufficiently well to monitor and adapt the lesson in order to accelerate the achievement of the most-able pupils. As a result, these pupils often have to wait for instructions from the teacher or complete activities that ask them to produce more, rather than deepen their thinking.

The achievement of pupils

is good

- Children enter Reception with levels of achievement that are below that expected for children of their age. They make good progress during Reception, so the proportion of children securing a good level of development is in line with national expectations. The proportion of children exceeding national expectations is rising so children are well prepared for Year 1.
- In 2014, the proportion of Year 1 pupils achieving the expected standard in the phonic check was above national average. The school's own evidence shows that although the percentage of pupils who achieve the expected standard has dropped, they are still broadly in line with national. From the teaching seen, pupils receive small group teaching that is precise and helps each individual achieve well.
- Standards at Key Stage 2 continue to rise, with the vast majority of pupils leaving Key Stage 2 in line with the national average, in reading, writing and mathematics. As a consequence of improved teaching, these pupils make good or even better progress in all three subjects, from their very low starting points. Leaders meticulously track pupils' achievement and as a result, all groups of pupils are well prepared for the next stage of their education.
- Disadvantaged pupils make outstanding progress in reading, writing and mathematics. In 2014, they made better progress than others in their class and others nationally, with these pupils being at least a term ahead of their peers in class. The proportion of disadvantaged pupils who achieved the higher level in reading is well above national. Current assessment information, together with evidence in books, show that disadvantaged pupils continue to make faster progress and the gap in achievement has closed or is narrowing rapidly.
- In 2014, the attainment of the most able pupils in the school equalled the national average in mathematics and reading. Over this year, there has been a focus on developing writing in all lessons. There is much evidence of quality writing opportunities on display around the school. As a result, the proportion attaining higher than expected nationally for pupils of their age, by the end of Key Stage 2, is set to rise this year.
- Pupils who speak English as an additional language make rapid and sustained progress in reading, writing and mathematics. This is due to the timely support they receive in the younger years in the school, so that they have few language development issues by the end of Key Stage 2.
- Disabled pupils and those who have special educational needs make good progress from their individual starting points. The meticulous use of information gathered on their progress, ensures these pupils receive timely support and good quality interventions. As a result, many of them attain the age related expectations in reading, writing and mathematics by the time they leave Key Stage 2, having made better than expected progress.
- Pupils read widely and often. Older pupils make thoughtful notes about their views of their books in their reading logs. When reading aloud, pupils use their knowledge and understanding of phonics (sounds letters make) well to help them read unfamiliar words.

The early years provision

is good

- The children entering Nursery and Reception have skills that are generally below those typical of children of this age, particularly in communication and language. The teachers plan activities carefully, ensuring that all adults develop children’s speaking, listening and reading skills well. As a result children make good progress. A large majority leave ready for Year 1, with a good level of development.
- The new early years leader is providing effective leadership and support. She works closely with parents to welcome new children into the school. As a result, children in early years settle well and enjoy a good range of activities and learning experiences.
- Children are keen to show their skills in reading and writing. In one lesson, the children helped their teacher to write sentences about their trip the previous day. The teacher skilfully questioned the children so they used correct phrases such as ‘extremely hot’ and ‘next we went on a train’.
- Children share, listen to each other and develop their friendships well. This is because adults create a safe and calm environment where children can learn and develop their confidence and skills. For example, in one lesson, children were able to talk with one another about the books they were reading, demonstrating their reading skills with enjoyment and confidence.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils’ needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils’ needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors. A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school’s leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.

School details

Unique reference number	100818
Local authority	Southwark
Inspection number	448874

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	259
Appropriate authority	The governing body
Chair	Juliette Young
Headteacher	Gregory Doey
Date of previous school inspection	3 – 4 February 2010
Telephone number	02076391995
Fax number	02076358756
Email address	office@pilgrimsway.southwark.sch.uk

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