

Pilgrims' Way Primary School

Inspection report

Unique Reference Number	100818
Local Authority	Southwark
Inspection number	335599
Inspection dates	3–4 February 2010
Reporting inspector	Madeleine Gerard

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	220
Appropriate authority	The governing body
Chair	Juliette Young
Headteacher	Richard Edmonds
Date of previous school inspection	7 June 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors spent about 50% of the inspection time looking at learning, observed 17 lessons, saw nine teachers and held meetings with groups of pupils, governors and staff. They observed the school's work, and looked at work in pupils' books, reports from advisers working at the school, tracking data showing pupils' attainment and the progress they are making, the school's improvement plans, monitoring records and 92 responses to the questionnaire sent to parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how consistently teaching ensures that all pupils are learning and progressing as well as they can
- whether information from assessments and marking is used to ensure that all pupils are set suitably challenging work
- what the school is doing to promote regular attendance and good punctuality.

Information about the school

The school is slightly smaller than average. Pupils come from a wide variety of different backgrounds. The proportion of pupils speaking English as an additional language is much higher than average and the proportion of them that are at an early stage of learning English is much higher than that found nationally. The proportion of pupils with special educational needs and/or disabilities is above average and many of these pupils have speech, language and communication difficulties. The school provides a breakfast and after-school club and there is a children's centre that has been open for two years. The school has achieved a number of nationally-recognised awards including Bronze Eco-Schools Status.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Pilgrims' Way Primary provides a good standard of education and serves its school and local community well. The school provides an inclusive environment where all pupils are valued and enjoy themselves in the school's caring and safe environment. Pupils respond with good behaviour and positive attitudes to learning. They are friendly and polite, and take on responsibility enthusiastically for example, as playground friendship monitors, house captains and assembly monitors. Year 6 pupils readily hear younger pupils reading at the start of the school day. The eco team take their role seriously in encouraging the school to save energy. Art club members actively promote recycling through their creative use of empty cartons and boxes on display around the school. Regular fundraising and participation in local festivals help pupils make a strong contribution to the school and local community. Although the school has appropriate systems to encourage regular attendance and good punctuality, attendance remains average rather than good.

Children get off to a good start in the Early Years Foundation Stage where provision is good. Teaching through the rest of the school is also good. As a result, rates of learning and progress have improved and are good. In some classes, pupils are making extremely good progress, but this is not consistently the case. Marking and target setting are used well to make clear to pupils how to improve in order to move up to the next level in their work. However, in a few classes, some pupils are occasionally given tasks that are not sufficiently challenging. Pupils are motivated to do well and have positive attitudes to learning because the curriculum ensures they have interesting work to do. In a few lessons, opportunities for pupils to develop their literacy skills across a range of subjects are missed. Spanish for pupils in Years 1 to 4, lively physical activities lead by specialist sports coaches and a wide range of popular clubs are highlights of the curriculum.

Through accurate self-evaluation, the school's leaders have a good understanding of its strengths. Priorities for development and determined action lead to effective improvement. Leaders and managers work hard to enhance the quality of provision. There remain a few inconsistencies in the school's effectiveness, because monitoring of teaching does not involve leaders and managers at all levels. Pupils' welfare is effectively promoted through the breakfast and after-school clubs. Strong multi-agency partnership supports vulnerable pupils and their families and the wider community. These strengths, together with success in improving rates of learning and progress and raising attainment, reflect the school's good capacity for sustained improvement.

What does the school need to do to improve further?

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- Improve the consistency of pupils' progress by:
 - ensuring that teachers consistently set suitably challenging tasks for all pupils in all classes
 - helping pupils use their literacy skills more frequently within other subjects
 - developing children's learning by using the outside area in the Early Years Foundation Stage more effectively.
- In partnership with parents, carers and outside agencies, make an uncompromising effort to raise attendance.

Outcomes for individuals and groups of pupils**2**

Attainment has risen and is average. In 2009, national tests attainment at the end of Year 6 was the highest for the last five years. Through the school, pupils enjoy their learning and achieve well. For example, good learning and progress were observed in a literacy lesson when pupils successfully evaluated the quality of writing by identifying strengths in vocabulary, complex sentences and use of punctuation. In a science lesson, pupils deepened their knowledge of forces through watching a short well-chosen film clip. Good questioning ensured all pupils were challenged to think carefully about what they were learning. The extent to which the most vulnerable pupils and those with complex learning difficulties are supported is good and, as a result, they make good progress. Pupils learning English as an additional language are well supported to make good progress.

Pupils feel safe and secure. They are in no doubt that adults will help them quickly should any problems occur. Visitors from the local emergency services, guidance on road safety and participation in a workshop on personal safety for pupils in Year 6 support their good awareness of how to keep themselves safe. They have a good attitude to keeping themselves fit and healthy and the majority enjoy the healthy lunchtime meals cooked at the school. Opportunities to make a contribution to school life by taking on responsibility help to develop pupils' strong social skills. Pupils generously celebrate the successes of others. Regular recognition of their own achievements, for example in assemblies, helps self-confidence and self-esteem to grow. Pupils' well-developed personal and social skills, average attendance and good learning and progress in basic skills prepare them well for the next stage in their education.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Pupils who need extra help are skilfully supported in individual and small group sessions so that they make good progress. Pupils enjoy discussing their learning in pairs and working in groups. For example, pupils in a literacy lesson enjoyed working together to develop their literacy skills by writing about Mexican Red Kneed spiders. Pupils make swift gains in their learning, particularly when work is well matched to their needs. However, in a few lessons, when tasks are not appropriately challenging, particularly for more able pupils, the pace of learning is not as consistently brisk.

The curriculum is broad and balanced and rightly prioritises regular literacy and numeracy in order to develop pupils' basic skills. Pupils have regular opportunities to write at length in a variety of different styles. There are good links developing between subjects. For example, pupils in Years 1 and 2 use computers in literacy to practise reading and spelling.. Photographs of curriculum events such as book day, and examples of pupils' work around the school, record the interesting activities pupils have enjoyed. There is a good variety of visits to places of interest and a residential stay in Wales for older pupils. Sports competitions with other schools and extra-curricular clubs, including computing, cheerleading, judo and multi-sports, are popular and broaden pupils' horizons and skills.

Arrangements to support pupils as they progress between Reception and Year 1, and when pupils transfer to secondary school, are well organised. Pupils are enthusiastic about the breakfast and after-school club. They enjoy eating together, playing games and sports with pupils in other year groups, and are supported with their homework and reading. This further develops strengths in personal and social skills and ensures a

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healthy start and finish to their day.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The school tackles discrimination and promotes equality well so that attainment and rates of progress have increased for all groups of pupils. The headteacher, deputy headteacher, staff and governors work closely together with a shared vision for the school. Marked improvements in the quality and range of provision and in outcomes for pupils show that leaders drive improvement and embed ambition well. Teaching and learning have been well led and managed in most aspects, although some leaders are not systematically involved in monitoring the quality of teaching and learning. The good governing body plays a full part in challenging the school and is actively involved in setting and reviewing ambitious targets to sustain the rate of improvements. Leaders and governors ensure that procedures to safeguard pupils' health, welfare and safety are good and include consultation with parents, carers and pupils so that their views are taken into account. Good partnerships with a wide variety of outside agencies, including local schools and sporting venues, promote pupils' well-being and learning strongly. Community cohesion is promoted well. Pupils have a good understanding of their school and wider communities within the local area as well as those who live in communities other than their own in the United Kingdom and abroad.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children join the school with a range of skills and capabilities but generally, they are below the expected levels for their age, particularly in communication, language and literacy. Home visits conducted by staff before children start in the Nursery and opportunities for children and parents to visit the Early Years Foundation Stage before they join the school help children to settle quickly. Staff work successfully as a team to establish positive relationships and create an environment where children can grow in confidence and develop good personal and social skills. Children take turns, share resources well and enjoy contributing to the community. For example, children in Nursery take responsibility for tidying away equipment at the end of activities in the outside areas. Detailed records of observations are kept which are used well to plan the next steps in children's learning. There is a good balance between adult-led tasks and opportunities for children to select activities for themselves. As a result, children make good progress. Good initiatives, including workshops for parents and carers to support them in helping their children with literacy at home and development of the outside environment in Reception, have been appropriately selected. Although the outdoor area is used consistently well in Nursery, opportunities for children to develop their learning in the outdoor spaces in Reception are sometimes too limited.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Parents and carers who responded to the questionnaire value the work of the school. The vast majority confirmed that they are happy with their child's experience at the school and they are confident that teaching is good, behaviour is dealt with effectively and that the school keeps their child safe. Inspectors uphold all the positive views of the parents and carers.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Pilgrims' Way Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 92 completed questionnaires by the end of the on-site inspection. In total, there are 220 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	65	71	26	28	0	0	0	0
The school keeps my child safe	57	62	31	34	0	0	0	0
The school informs me about my child's progress	58	63	29	32	1	1	1	1
My child is making enough progress at this school	41	45	46	50	1	1	0	0
The teaching is good at this school	50	54	39	42	0	0	0	0
The school helps me to support my child's learning	48	52	37	40	3	3	0	0
The school helps my child to have a healthy lifestyle	42	46	46	50	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	41	45	47	51	1	1	0	0
The school meets my child's particular needs	41	45	41	45	4	4	1	1
The school deals effectively with unacceptable behaviour	48	52	38	41	0	0	0	0
The school takes account of my suggestions and concerns	30	33	54	59	1	1	1	1
The school is led and managed effectively	54	55	37	40	1	1	0	0
Overall, I am happy with my child's experience at this school	56	61	33	37	1	1	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



5 February 2010

Dear Pupils

Inspection of Pilgrims' Way Primary School, London, SE15 1EF

Thank you for being so friendly and welcoming when we visited your school recently. We enjoyed our visit very much and were particularly pleased to hear how successfully your new friendship monitors are ensuring the smooth running of breaktimes.

Pilgrims' Way Primary is a good school. The best things about your school are:

- you enjoy coming to school and many of your parents and carers told us they like the school, too
- you behave well, are keen to learn and get along with one another and the teachers
- you are making good progress in your learning
- those of you who need extra help are well supported so that you make good progress
- the standards that you reach are average, although we would like them to be higher
- you appreciate the interesting work your teachers plan for you to do
- the youngest children get off to a good start in the Nursery and Reception classes
- you are enthusiastic to take on responsibility
- you have a good understanding of how to keep yourselves fit and healthy
- you are well looked after by the adults so that you feel safe at school.
- you like the clubs that the school organises and those of you that attend the breakfast and after-school clubs are happy there.

To make the school even better, we have asked the staff to make sure that all of you are set work that is just the right level of difficulty. We have also asked them to help you use your writing skills in other subjects and for the youngest children to use their outside learning area better. You can help by telling your teachers if the work is too easy or too difficult. We have also asked the school to work with your parents and carers to ensure that each of you comes to school every day.

Yours sincerely

Madeleine G'ard

Lead inspector

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