

Pilgrim Primary School

Oxford Street, Plymouth, PL1 5BQ

Inspection dates

12–13 March 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- All pupils make outstanding progress at this school, especially in learning to read and write, and in developing skills of numeracy.
- Children joining Reception quickly acquire the communication and social skills needed to learn effectively. Many children start school with limited social skills, but by Year 1 they concentrate well and work independently and in groups.
- Those pupils who are at an early stage of learning English rapidly become confident in the language.
- Pupils who left Year 6 in 2012, including those who were disabled or had special educational needs, made outstanding progress. Many reached or exceeded average standards and all exceeded national averages in all measures of progress.
- Teaching is outstanding because teachers have very high expectations of their pupils and use assessment exceptionally well to plan suitable work. Teachers and their assistants are highly skilled at teaching pupils to read and in giving support to those who need it.
- Marking of work is a particular strength and pupils greatly appreciate the quality of the feedback they receive.
- Relationships with adults and between all pupils, who come from a diverse range of backgrounds, are excellent and promote outstanding behaviour. Pupils are punctual and attend well, their attendance being above the average for similar schools.
- There has been excellent improvement since the previous inspection, with a year-on-year rise in pupils' attainment and progress in both English and mathematics. This is because leaders and managers use data exceptionally well, tracking the progress of individuals and potentially disadvantaged groups to identify needs and enable more rapid progress.
- Teachers' performance is managed very well and their morale is exceptionally high.
- The pupil premium is used very effectively to enhance the progress of eligible pupils. As a result, there is little difference in the attainment or progress of those pupils eligible for the pupil premium when compared with others.
- The governing body is very effective in challenging school leaders and monitoring the school's work, deploying all its resources to ensure continued exceptional pupil achievement.

Information about this inspection

- Inspectors observed 20 lessons or part lessons taught by eight teachers. They made briefer observations of other activities, such as an assembly, and heard some Year 2 pupils reading. Some of these activities were conducted jointly with the headteacher.
- The inspectors held meetings with staff, groups of pupils and members of the governing body, and had a telephone conversation with a representative of the local authority.
- The inspectors reviewed documentation including that relating to pupils' progress and achievement, their safety, and the school's evaluation of its own improvement.
- The responses of staff to a questionnaire were analysed. Four parents submitted their views on Parent View, but this was too small a number for the inspectors to see the results. However, evidence of the views of parents collected by the school was analysed.

Inspection team

Paul Sadler, Lead inspector	Additional Inspector
Mary Usher-Clark	Additional Inspector

Full report

Information about this school

- This primary school is of smaller-than-average size and serves part of the city centre.
- The housing in the area includes temporary accommodation and short-term lets. As a result, only about two thirds of the pupils remain at the school throughout their primary school careers, which is well below average.
- The proportion of disabled pupils and those with special educational needs supported by school action is average, while the proportion supported by school action plus or with statements of special educational needs is well above average. These pupils have a range of needs that include physical disabilities and moderate learning or behavioural difficulties.
- More than half the pupils are eligible for the pupil premium, which is well above average. The pupil premium provides additional funding for children in local authority care, pupils eligible for free school meals and children of families in the armed services.
- More than one quarter of the pupils speak a language other than English at home, which is well above average. The languages they speak at home include Arabic, Kurdish and Portuguese. Many of these pupils are at an early stage of learning English when they join the school.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- In September 2012, the school became a founder member of the South-West Plymouth Educational Trust. The trust comprises six primary schools and other providers of educational services for children from birth to age 11.

What does the school need to do to improve further?

- In order to close the remaining gap in achievement in writing between pupils eligible for the pupil premium and others, as has been successfully achieved in both reading and mathematics:
 - broaden the range of experiences on which these pupils can base their writing.

Inspection judgements

The achievement of pupils

is outstanding

- Children start school with skills and knowledge that are, on average, well below those expected for their age. This is especially true in respect of their social and communication skills. These and other skills develop very rapidly in Reception, by the end of which their attainment is much closer to that which is expected at that age.
- Pupils learn to read very quickly. By the end of Year 2 most can read a simple text without help. Pupils in Year 6 are enthusiastic about reading and read widely. They told an inspector about authors whose work they enjoyed, such as David Walliams and Jacqueline Wilson, and could also explain why they had enjoyed some books more than others. They explained how they used the internet for research, for example into local historical figures such as the Pilgrim Fathers.
- Attainment in reading, writing and mathematics at the end of Years 2 and Year 6 has been rising steadily since the last inspection in 2009 and is now average by the end of Year 6.
- Among those pupils who left Year 6 in 2012, all made at least the progress expected of them between Years 3 and 6 in reading and writing, and almost all did so in mathematics. The proportions making even better progress than this were well above the national average in all three areas.
- The school's excellent analysis of data shows that differences in performance between those pupils eligible for the pupil premium, as shown by their average point scores, and other pupils have been eliminated in reading and mathematics, and that the gap is rapidly closing in writing. Some of the current pupils have limited experiences on which to base their writing, and school leaders rightly intend to use some of the pupil premium funding to broaden their horizons.
- Pupils who are disabled or with special educational needs make excellent progress because of the high quality and well-planned additional support they receive. Importantly, this enables them to continue to make outstanding progress with less help in the future.
- Pupils who arrive at an early stage of learning English acquire the necessary skills in the language extremely quickly. They then make remarkable progress, so that by Year 6 their attainment in English and mathematics is in line with that of their peers.
- Pupils rapidly develop other skills, including those of using information and communication technology (ICT), and of learning independently and in groups, for example when Year 2 planned and performed their own playlets based on the book *Not Now, Bernard*.
- Pupils who arrive partway through their school careers settle in quickly and are soon making rapid progress.
- More able pupils make very rapid progress and some are successful at the highest level in national tests at the end of Year 6, where such pupils were, for example, observed calculating the areas of complex irregular polygons. The success of the diverse groups of pupils described above demonstrates the school's outstanding commitment to equality of opportunity for all its pupils.

The quality of teaching

is outstanding

- The impact of teaching on pupils' achievement is outstanding because all teachers and their assistants have the highest expectations for their pupils and implement similar routines throughout the school with which pupils become very familiar. They are expected to work hard and do so.
- In Reception, staff work successfully with small groups of children to ensure they make rapid progress in their social and communication skills, for example when taking snack time together.
- Teachers use assessment exceptionally well to design challenging tasks that meet the needs of all their pupils. In outstanding teaching in Year 5, pupils were asked to plan a celebration based on the final act of *A Midsummer Night's Dream*. They were asked to fit a series of events of

increasing complexity relating to their abilities, into a time frame using the 24-hour clock. This task was very demanding, but through lively discussion, calculations and annotation, the group was successful. This lesson was also a good example of how pupils are asked to apply their skills in order to solve problems, and was successful in developing their social and cultural understanding.

- Teachers use resources such as ICT very well to make learning relevant to pupils. In Year 6, before pupils solved problems involving area, they were shown a short video demonstrating how an understanding of area is important in jobs such as an architect or carpet layer.
- The teaching of reading is a notable strength. Teaching of letters and sounds (phonics) is brisk and is very carefully targeted at the next stage of pupils' learning. Staff, including teaching assistants, are very well trained in this and other aspects of their work, and know how to enable disabled pupils, those with special educational needs or who are at an early stage of learning English, to make excellent progress in their learning.
- Teachers use questioning very well to ensure that all pupils understand the work. In Year 3, when teaching the use of connectives in sentences, the teacher directed questions to individual pupils who might have struggled with the concept.
- Marking and feedback to pupils are notable strengths, as pupils recognise. They say they know how to improve their work and what to learn next, and from Year 3 how their attainment relates to national expectations for pupils of their age.

The behaviour and safety of pupils are outstanding

- Pupils learn and play together exceptionally well. On starting in Reception, many need to learn skills such as listening, sharing and turn taking, which they do quickly. In lessons in Years 1 to 6, pupils' excellent behaviour enhances the pace of learning as the pupils respond quickly to adults' instructions and stick to the tasks they are set. When required to work in groups they do so happily, engaging in lively, intelligent discussion that helps everyone to learn quickly.
- Outside the classroom, pupils from a diverse range of social, linguistic and ethnic heritage play exceptionally well together. The many pupils who arrive new to the school after Reception are quickly accepted by their peers. Pupils are polite and care for each other, reflecting the excellent development of good relationships within the school.
- Pupils say that very occasional cases of bullying are handled very well by staff. They feel safe and trust the adults who care for them. School surveys show that parents have few concerns about behaviour or bullying. Very rare incidents of racist name calling are taken extremely seriously, showing that the school does not tolerate discrimination. The school's records show that very low levels of misbehaviour have been maintained for several years.
- Pupils are aware of different forms of bullying, such as cyber bullying, and know how to keep themselves safe. The school has rightly placed particular emphasis on teaching safe use of the internet, in particular the dangers of using social networking sites that may be available through older siblings or parents. Pupils respond very well, explaining the potential risks and demonstrating their very good moral and social development.
- Pupils are punctual to school and to lessons. Attendance is above average and improving. Rapid action is taken when any potentially persistent absence is spotted.

The leadership and management are outstanding

- Outstanding leadership in recent years has enabled the school to improve rapidly since the previous inspection. A key feature is the exceptional use of data to identify any arising weakness and to ensure that all groups of pupils achieve equally well. This has led to accurate assessments of the school's strengths and weaknesses, leading to very effective action to rectify the latter.

- Improving and maintaining the high quality of teaching is a priority for school leaders. Teachers' performance is regularly checked. These checks are accurate and are linked appropriately to any increases in teachers' salaries. Very effective training is provided, which has been enhanced recently by the school's membership of the South-West Plymouth Educational Trust which has given staff opportunities to work with colleagues from other schools, sharing best practice.
 - The leadership of subjects, including English and mathematics, and of aspects, such as provision for pupils who are disabled or have special educational needs, is outstanding and contributes strongly to the excellent progress of all pupils.
 - Resources such as the pupil premium are used very well for their intended purpose, such as to provide one-to-one tuition or short, intensive teaching programmes to enable pupils to make up lost ground. Their impact is checked and evaluated very effectively.
 - The excellent curriculum offers pupils a wide range of opportunities to develop their understanding in a range of subjects including Spanish, local history and geography, and the spectrum of world faiths, enhancing their spiritual development. While there are many educational visits, school leaders have rightly identified a need for some pupils eligible for the pupil premium to have even wider experiences in order to broaden the scope of their writing. Pupils are excited by the very good range of clubs and sporting opportunities provided in and after school.
 - The school has very good relationships with parents, including those who might not readily communicate with the school who are helped by a parent support adviser. Surveys undertaken in the recent past show that parents rightly believe their children are happy and safe at school and that they are making good progress. The school offers parents opportunities to develop skills to help their child, for example in learning to read or use mathematics.
 - School leaders and governors are rightly planning to ensure that, when the capacity of the school is increased in 2014, they can continue to provide education of the highest quality. This and other factors, such as membership of the Trust, demonstrate their vision and ambition to improve the school still further.
 - The local authority knows the school's strengths and weaknesses well and has provided an appropriate level of good quality support.
 - **The governance of the school:**
 - Governors are well trained for their role and have an excellent understanding of the school's many strengths and very few weaknesses. They are adept at interpreting data so they understand the progress of all pupils, including groups who may be disadvantaged, and of how these relate to the national picture. They challenge school leaders vigorously, for example recently to ensure that girls' progress is as good as that of boys'. They receive appropriate information on the performance of teachers and of how this is linked to their pay. They have taken all necessary steps to ensure that pupils are safe, for example by providing a well-fenced area where children in Reception may learn outdoors. They have allocated the pupil premium appropriately and check regularly to ensure that it is having the desired impact on pupils' achievement.
-

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	<p>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.</p> <p>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.</p>

School details

Unique reference number	113282
Local authority	Plymouth
Inspection number	401354

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	162
Appropriate authority	The governing body
Chair	Sarah Little
Headteacher	Susan Jones
Date of previous school inspection	11–12 November 2009
Telephone number	01752 225319
Fax number	01752 252318
Email address	pilgrim.primary.school@plymouth.gov.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

