



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Pilgrims' Cross Church of England VA Primary School, Andover	
Address	Picket Twenty Way, Andover, SP11 6TY
School vision	
All children at Pilgrims' Cross Church of England Primary School are loving, courageous and trustworthy so they become talented role models and make a positive difference in God's world.	
School strengths	
<ul style="list-style-type: none"> • The strongly embedded Christian vision is intrinsically linked to the qualities of the Christian understanding of the Holy Trinity. This is lived by adults through their service to pupils and their families. • Opportunities for spiritual growth are expertly woven through the wider curriculum. As a result, pupils are able to articulate their responses to awe and wonder. • Collective worship is highly engaging and thoughtfully planned. Bible stories regularly reinforce the Christian vision and associated values. This fosters spiritual growth for those present. • The strong relationships within the school community embody hope and trust. Adults model the values of love and courage which creates a nurturing culture directly benefiting the wellbeing of others. • Pupils are challenged by a progressive curriculum for religious education (RE). This strengthens their understanding of a variety of religious and non-religious worldviews. 	
Areas for development	
<ul style="list-style-type: none"> • Enhance the assessment of RE so that leaders can monitor the impact of the curriculum on pupils' progress. • Strengthen the impact of the Christian vision within the wider curriculum. This is to enhance the way it leads to the academic and holistic flourishing of pupils. • Enhance opportunities for pupils to actively make a difference to the lives of others. This is to enrich their understanding of justice and responsibility. 	
Inspection findings	
<p>Pilgrims' Cross shines out within the wider community, offering a culture of love, trust and courage. The Christian vision clearly sustains the school through periods of transition. It binds people together. Leaders are ambitious and provide a strong foundation upon which adults and pupils can flourish. They are guided by the Christian vision when prioritising strategic decisions. The strong partnership with the diocese supports staff, ensuring that policies maintain a courageous school ethos. There is a clear atmosphere of hope within the school community. Pupils identify how the values of love, courage and trust nurture and protect them. The weekly 'vision certificates' are a source of pride which are treasured by the pupils who receive them. They recognise how the values celebrated in these awards guide them in the choices they make in life.</p>	



Inspired by the vision, school leaders make considered decisions to ensure that the curriculum enables pupils to thrive. Their selection of specialist resources increases teachers' knowledge while providing supportive training opportunities. As a result, the curriculum is well-constructed and has a positive impact on pupils' attitudes. For example, they speak enthusiastically about the opportunity to write to a local D Day veteran. Younger children are enriched by 'Welly Wednesday'. This provides time to explore and be excited by the changing seasons. Pupils are encouraged to become 'resilient', 'curious', or 'open-minded' due to the aspirational values within the curriculum. Dedicated professionals work skillfully to support those with special educational needs and/or disabilities (SEND). Sensitive adjustments to learning activities ensure pupils feel safe to learn in an inclusive culture. Although governors are well-informed, formal monitoring practices to evaluate the impact of the vision are underdeveloped. The well-defined language of spirituality provides a clear framework for discussion. Activities encourage pupils to examine themselves or look outward to see how they can make a difference. This prompts a life-enhancing, 'transformational attitude' that adults weave into learning.

The strong partnership with local clergy leads to the provision of inspiring and thoughtfully planned collective worship. Pupils enter calmly, establishing a reflective atmosphere for worship. This creates an inclusive space, particularly for those with SEND. Adults who lead worship encourage the active retelling of stories that illustrate the school's vision and values. This engages those present, making worship memorable. Pupils express that 'worship positively affects their approach to the school day'. Deliberate times of stillness allow pupils and adults to consider their thoughts in response to key messages. Pupils articulate an informed knowledge of Jesus' life, along with key biblical figures such as Moses. Colourful hall displays reinforce well-known stories such as Jesus walking on water. Pupils acting as 'spiritual ambassadors' confidently lead their peers, modelling actions to songs and supporting with invitational prayers. The local parish creatively offers pastoral support in the form of the travelling 'life bus'. Parents clearly value this nurturing care and the effective relationship with the school. Pupils' worship within class is planned thoughtfully. Opportunities to deepen an understanding of stories and share individual responses are valued by teachers. Pupils' knowledge of Christian traditions is reinforced through class reflective spaces. These allow interaction with holding crosses, prayers, or coloured cloth linked to the seasons of the Church year. Questions within class worship evaluate the impact of the vision. For example, 'who to turn to when sad?' gives pupils space to reflect on deep questions and inspires thoughtful responses from them.

Leaders and governors prioritise the wellbeing of pupils and adults. Skilfully planned, robust training supports new members of staff or those early in their careers. Consequently, adults feel nurtured in a safe culture underpinned by trust and love. Carefully considered decision making by leaders impacts positively on areas such as staff workload. Governors are knowledgeable. Their regular informal visits evaluate the wellbeing of pupils and staff, inspiring all to live well. Staff feel respected and listened to, particularly during challenging times. Dedicated adults provide appropriate activities to meet the needs of vulnerable pupils. Regular coffee mornings build strong relationships with parents so that pupils are supported as individuals and understood. Improvements in attendance are a direct result of the care provided to accommodate pupils' needs. Staff are committed to enabling pupils to manage their feelings and behaviour. As a result, the vision is lived out through calm routines and positive interactions. Pupils are aware of expectations and know staff are there to care for them. Teachers delicately plan activities to enable pupils to understand their responsibility for making a difference. Age-appropriate learning strengthens pupils' resolve to treat others well. However, practical opportunities are limited at present. Pupils are regularly encouraged to contribute to the local food bank or to engage with national fundraising events. They are aware of the ethical choices that can be made to sustain the natural world.

Leaders are ambitious to ensure pupils experience high quality religious education. They make informed decisions to achieve this. Teachers are supported by detailed specialist resources. Consequently, their subject knowledge is good and their planning is effective. The progressive curriculum, which introduces a wide variety of worldviews, beliefs and practices, is well-balanced and relevant. Pupils are challenged and can articulate their recent learning using appropriate vocabulary. They enthusiastically share their knowledge and are curious to learn more. Big questions prompt engaging dialogue, which teachers use to extend pupils' thinking. The Christian vision is clearly woven through learning because pupils can make connections. For example, younger children are excited to describe their thoughts about God. They demonstrate a secure awareness of aspects of Christian teaching, for instance the description of God as 'Father, Son, and Holy Spirit'. Pupils with SEND have equal access within lessons, but activities do not always allow them to share their knowledge. Although the curriculum for RE learning is in place, the wider impact on pupils' understanding is yet to be determined. Leaders are well-informed, but their formal monitoring of RE is not established. They are determined that pupils appreciate the diversity within worldviews and are carefully implementing a plan to achieve this.

Pilgrims' Cross is a school where adults and pupils live the values of love, trust, and courage. A sense of hope motivates all to be the best they can be.

The inspection findings indicate that Pilgrims' Cross Church of England Primary School is living up to its foundation as a Church school.

Information			
Inspection date	12 June 2024	URN	136407
VC/VA/Academy	Voluntary aided	Pupils on roll	362
Diocese	Winchester		
MAT/Federation			
Headteacher	Jim Cascarini Richard Osmond		
Chair	Jamie Cockerell		
Inspector	Helen Crolla	No.	918