

# The Canon Peter Hall CofE Primary School

Pelham Road, Immingham, North East Lincolnshire DN40 1JS

## Inspection dates

10–11 May 2017

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Outstanding</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Not previously inspected

## Summary of key findings for parents and pupils

### This is a good school

- Leaders and governors are determined in their ambition to raise pupils' aspirations. The focus on pupils' personal development and the opportunities provided to explore future careers equip pupils well with lifelong skills and ambition to be the best that they can be.
- There is a successful partnership between school leaders, governors and the trust. All know the school well and have identified the right priorities for improvement.
- Leaders make regular checks on the performance of pupils and teachers. Sometimes, however, the identified actions to direct improvement lack precision and a tight enough timescale for completion.
- Leaders' actions to address underperformance in reading are starting to have a positive impact on pupils' progress. Pupils are developing a love of reading and demonstrating a deeper understanding of the texts they read. Leaders know that work to improve pupils' language skills needs to remain consistently high profile to sustain better outcomes over time.
- Improved teaching and higher expectations in the early years mean that children get off to a flying start in Nursery and Reception.
- Strong teaching, learning and assessment in key stage 1 result in pupils making good gains in their learning.
- The well-organised, systematic teaching of phonics by teachers and teaching assistants has resulted in rising standards in phonics.
- Pupils generally make good progress over their time in key stage 2. However, for some pupils, particularly those of middle ability, teaching sometimes lacks the challenge to reach higher standards.
- Attitudes to learning and general behaviour in class and around school are excellent. Attendance over time is consistently better than that of all pupils nationally. Pupils do not want to miss any time at school and come into school eager and ready to learn.
- A wide variety of activities and learning across the curriculum encourage pupils to broaden their horizons and work purposefully.
- Careful consideration of pupils' individual needs when planning activities for pupils who are disadvantaged or who have special educational needs and/or disabilities results in these pupils making strong progress.

## Full report

### What does the school need to do to improve further?

- Improve the quality of teaching and learning further in order to raise pupils' achievement by the end of Year 6 by:
  - making sure that previous gaps in learning are eradicated
  - providing more opportunities for middle-ability pupils in key stage 2 to deepen their understanding and tackle more challenging problems to reach higher standards
  - continuing to implement leaders' plans to increase pupils' understanding of and use of vocabulary from the early years to Year 6
  - supporting pupils in upper key stage 2 with low starting points in reading in making greater gains in their learning, so that their attainment is at least in line with national averages.
- Improve leadership and management by:
  - applying more precision to planned improvements identified when managing pupils' and teachers' performance, so that is very clear what needs to be achieved and by when.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- The headteacher has an uncompromising vision to widen opportunities and improve outcomes for pupils, which clearly extends beyond pupils' time in this school. She strives to ensure that pupils are well prepared for the world of work, encouraged to be aspirational about their futures and understand how to be good citizens.
- A strong team of assistant headteachers bring varied skills and good subject knowledge to the senior leadership team. They work in close partnership with the headteacher to gain an accurate view of the school's strengths and areas for improvement.
- Middle leaders are enthusiastic about their roles. They are becoming increasingly confident in driving forward their specific areas of the curriculum to make sure that pupils gain good skills, knowledge and understanding across a wide range of subjects and experiences. As a result, pupils have a curriculum that opens up new opportunities and they are developing skills that will support them well in their adult lives.
- Leaders were disappointed in the 2016 reading results for Year 6 pupils, which were well below those of other pupils nationally. After careful analysis of the reasons behind this underperformance, leaders responded swiftly in identifying actions for improvement. The impact of these actions is clearly evidenced in the work of current pupils: in their developing love of reading, improved fluency and understanding of the books they read. Leaders have focused on developing pupils' language and vocabulary and how to get the gist of test questions. Current pupils across year groups show confidence and improving skills in these areas. Rewards, such as visits to the headteacher to choose a book to take home, are motivating pupils to increase the number of books they read. Pupils are finding that reading is an extremely enjoyable and informative activity in the process.
- The newly appointed leader for pupils who have special educational needs and/or disabilities has quickly gained a very clear understanding of individual pupils' needs and identified appropriate actions to support their progress. Funding for pupils is carefully targeted to support identified actions, such as increasing the amount of effective adult support and purchasing learning resources. Consequently, these pupils are making good academic progress and their specific personal development needs are met well.
- Careful consideration has been given to the needs of disadvantaged pupils. The pupil premium funding is used effectively to provide a wide variety of activities designed to improve pupils' basic skills, support their well-being and give them access to exciting and memorable learning. These pupils also make good progress.
- The trust is dedicated to constantly improving the challenge and support it gives to its schools. Trust members have an accurate view of the school. They know where their expertise is most needed in supporting school leaders in making outcomes the very best they can be. The new school effectiveness adviser has quickly got to know the school and provides a new dimension of positive challenge that is welcomed by school leaders.

- Leaders have created a culture of teamwork, which is commented on very positively by staff. New staff are welcomed and have access to a variety of training as well as support from colleagues. However, leaders' proposed actions for development are not always tight enough, or given clear enough timescales, to gain the maximum impact on pupils' and teachers' progress in the work undertaken.
- When planning the curriculum, leaders have made links with businesses and local experts which give pupils good foundations in a variety of skills. Corridor walls showcase pupils' learning across a range of themes and subjects, with a strong focus on spiritual, moral, social and cultural development.
- The effective use of the physical education and sport funding has enabled pupils to access additional activities, such as karate and gymnastics, have games support at lunchtimes and take part in inter-school competitions. Leaders see learning to swim as a priority and have used funding to increase the number of swimming lessons pupils have throughout key stage 2.

### **Governance**

- Governors have an acute understanding of the school: its strengths, the areas needing further improvement and the challenges pupils face. Governors' strong combined skill set and detailed, accurate information from school leaders and external advisers enable them to make well-informed decisions.
- When presented with information about pupils' progress, governors formulate reflective questions which they then use to steer their checks in school on the work leaders are doing to bring about improvement. Governors are tireless in their challenge to school leaders that only the best is good enough, but also extremely proud and supportive of the great work going on.
- Governors make careful checks on safeguarding arrangements, as well as undertaking specific safeguarding training themselves. They know how leaders are using government funding successfully to improve outcomes for disadvantaged pupils and those who have special educational needs and/or disabilities. Governors are clear about the positive impact this funding has in supporting pupils making good progress.

### **Safeguarding**

- The arrangements for safeguarding are effective.
- Leaders' duty of care is executed rigorously. The needs of vulnerable pupils and families are addressed well. All staff, who have an excellent understanding of school procedures and support available, make it their priority to check that pupils are safe and well cared for.
- The detailed recording of concerns and incidents, and the way these are checked and followed up, ensures that adults know which pupils need further support and when. Staff respond to pupils' needs very well.
- The school is not afraid to tackle difficult issues when they arise. Leaders' matter-of-fact but sensitive approach is helping to equip pupils with strategies to deal with challenges they may face in the outside world.

- Pupils have a good understanding of different types of bullying that may happen in society. They say that bullying in school is extremely rare, but that if it does happen they can seek help from any member of staff and they will work with the pupils to resolve it.

### Quality of teaching, learning and assessment

**Good**

- Teachers create a calm, industrious atmosphere in classrooms and have high expectations of pupils in terms of behaviour and the quality of pupils' work. Consequently, pupils understand what is expected of them and why, and are eager to do their best and learn new things.
- In key stage 1, teachers' strong subject knowledge and good understanding of the standards expected result in high-quality teaching and learning. Pupils, including those who are most able, make strong progress.
- In key stage 2, teachers have focused on supporting pupils in reaching the expected national standards, because many pupils had lower starting points and gaps in their learning, particularly in language development and mathematics. These pupils are making good progress overall. However, the middle-ability pupils do not always have the appropriate challenge to enable them to reach higher standards.
- Across school, the routine teaching of skills in phonics, grammar and spelling is having a positive impact: pupils are making strong progress and applying these skills successfully to their work across the curriculum.
- Strategies to improve pupils' progress in reading are clearly understood by everyone and have been implemented consistently by teachers across the school. As a result, pupils' progress has been accelerated. School data systems and pupils' work show that a larger proportion of the most able pupils are working at higher standards. Teachers constantly model good vocabulary effectively and pupils use widening language choices in their written work. However, leaders and teachers agree that frequent re-enforcement is needed to embed these skills.
- Careful planning based on pupils' individual needs and high-quality support from teaching assistants and teachers results in pupils who have special educational needs and/or disabilities, and those who are disadvantaged, making good gains in their learning.

### Personal development, behaviour and welfare

**Outstanding**

#### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Leaders are dedicated to giving pupils a clear belief that 'anything is possible'. Leaders go the extra mile to provide pupils with stimulating and exciting experiences that give pupils confidence, self-belief and an understanding of the opportunities the world has to offer.
- Links with local businesses are impressive. Leaders have seized every opportunity they

can find to give pupils access to different education and jobs that are available as they get older. For example, links with a local hotel are innovative and inspiring. Pupils can apply to be a lunchtime supervisor in the school. After support in how to write a high-quality letter of application, they are interviewed formally by school and hotel leaders, in the same way that an adult applying for a job at the hotel would be. Those who are successful have a period of training before starting their role. The rewarding payment is an exciting lunch at the hotel.

- Leaders have given care and thought to the lunchtime experience pupils have. Tables in the 'restaurant' are all set formally with tablecloths, silver cutlery and table decorations. Pupil and adult supervisors support pupils well in developing excellent table manners and showing consideration to others. Outside, well-organised resources and high-quality adult support and interaction engage pupils and promote working together. This is an enjoyable time of the day.
- Pupils become animated when describing the number of trips, visits and events they are able to take part in. Some trips develop pupils' knowledge of the local area, while others are further afield, for example a trip to London. Families are extremely appreciative of leaders' dedication to providing a school-funded residential trip.
- Outstanding care and pastoral support keep pupils safe and make them feel valued.

## **Behaviour**

- The behaviour of pupils is outstanding.
- Attitudes to learning are extremely positive and pupils tune in to adults' high expectations and 'can do' attitudes as soon as they walk through the door each day.
- Pupils are developing confidence and self-discipline. Pupils want to learn and behave very well, because they know that it is the right thing to do. Pupils offer each other gentle, very positive reminders about showing their best behaviour.
- Leaders have embedded a culture of respect and good manners. Pupils smile in greeting at each other and adults, hold open doors and show genuine thought for others through their actions.
- During the inspection, a performance by the school's key stage 2 Taiko drummers showed pupils' behaviour at its best. The pupils in the audience listened with attention and appreciation. The performance the pupils gave was stunning. The control, discipline, high level of skill and absolute professionalism in the pupils' performance exemplified what hard work, commitment and high expectations can result in.
- Engaging learning, care and support from adults, and feeling valued mean that pupils do not want to miss a day at school. Their attendance is above the national average overall. Any persistent absence of individuals is dealt with quickly and effectively by the staff team.

## **Outcomes for pupils**

## **Good**

- The progress pupils make from their low starting points on entry to school has improved. The work of current pupils, observations of learning and school data information show that pupils make good progress in their learning over time.
- The proportion of pupils reaching the expected standard in the Year 1 phonics screening check has increased and is in line with that of pupils nationally. All pupils

achieved the standard at the end of Year 2 in 2016. The work of current pupils shows strong progress in phonics through the early years and key stage 1.

- Strong teaching in key stage 1 results in good progress being made by Year 1 and Year 2 pupils, including those who are disadvantaged. A greater proportion of pupils are reaching higher standards, but leaders agree that now the middle-ability pupils need further challenge to reach these higher standards.
- In 2016, leaders reported to inspectors that a number of Year 6 pupils were flummoxed by the language used in the reading test questions and did not complete the papers. The focused actions taken by leaders and teachers have resulted in improved skills, confidence, resilience and positive attitudes from the current Year 6 pupils. They are making good progress in reading, as well as in writing and mathematics.
- Disadvantaged pupils are supported well in their learning and make strong progress from their low starting points, reaching standards similar to those of other pupils nationally over their time in school.
- A very low proportion of pupils start school with skills that exceed those that are typical for their age. Challenge and support for pupils to reach higher standards have developed well over the last few years, and more pupils are achieving greater depth in their learning. The most able pupils make strong progress.
- Vibrant and informative displays around school, pupils' work and photographs and information shared on the school's website celebrate pupils' work across the curriculum. Most pupils make good progress across the curriculum in subjects such as science, music and religious education.

### **Early years provision**

**Good**

- Children get a great introduction to learning in the early years. They are eager to get to school each morning, and as soon as they enter school they have calm, positive and purposeful attitudes to learning. New children quickly follow the good example set by the children who are already settled in Nursery and Reception.
- The new early years leader has an excellent understanding of what needs to be done to improve outcomes for children in the early years. She knows each child very well and works closely with a skilled team of adults to plan and deliver exciting and memorable activities. An exciting and inviting environment, indoors and outdoors, grabs children's interests and many work with sustained concentration.
- The majority of children enter the early years with skills that are below those that are typical for their age, particularly in speech and communication. The proportion of children who make good and better progress to achieve a good level of development by the time they leave Reception is increasing due to strong teaching, high expectations and positive relationships. A focus on widening opportunities for the most able children is resulting in an increasing number of children gaining skills that exceed those that are typical for their age.
- Phonics is taught in a systematic way. Children respond well to the routine, to the small focus groups and to the enthusiastic delivery of adults: every child is engaged, taking part and able to apply their phonic skills to their reading and writing.

- Children feel safe and are safe in the early years. Leaders and adults work together to assess potential risks and take actions to address these. Children are taught how to keep themselves safe and take care of others.
- Many disadvantaged children enter school with skills below those of other pupils. Much of the early years pupil premium funding is used to increase the amount of adult support children have access to. A high number of adults provide good-quality modelling and ask probing questions to support children in their learning across the curriculum. As a result, the difference between disadvantaged children and others nationally is diminished by the time children leave Reception. Children who have special educational needs and/or disabilities are supported well in their learning and work alongside their peers, making good progress.
- Parents speak highly of the school's work to help children make a smooth transition to school life. Parents value the opportunities their children are given at the school.



## School details

Unique reference number	140991
Local authority	North East Lincolnshire
Inspection number	10031934

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

Type of school	Primary
School category	Academy converter
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	260
Appropriate authority	Academy trust
Chair	Rupert Collins
Headteacher	Sandra Fawn
Telephone number	01469 510 300
Website	<a href="http://www.canonpeterhall.co.uk">www.canonpeterhall.co.uk</a>
Email address	<a href="mailto:office@canonpeterhall.co.uk">office@canonpeterhall.co.uk</a>
Date of previous inspection	Not previously inspected

## Information about this school

- The Canon Peter Hall CofE Primary School converted to become an academy in July 2014. When its predecessor school, of the same name, was last inspected by Ofsted, it was judged to be good overall.
- The school is part of the Lincoln Anglican Academy Trust (LAAT).
- The early years consists of a part-time Nursery and a Reception class.
- The proportion of pupils who have special educational needs and/or disabilities is below the national average.
- The proportion of disadvantaged pupils supported by the pupil premium is double the national average.
- The proportion of pupils from minority ethnic groups is below the national average.
- The school runs a daily breakfast club.
- The school meets requirements on the publication of specified information on its

website.

- The school complies with Department for Education guidance on what academies should publish.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

## Information about this inspection

- Inspectors visited lessons across the school, looking at pupils' work within lessons. Much of this work took place with the headteacher or school effectiveness adviser.
- Middle and senior leaders worked alongside inspectors to look at a range of pupils' work in English and mathematics. Inspectors also looked at work in other areas of the curriculum in books, on display and around school.
- Meetings were held with the headteacher, assistant headteacher, middle leaders, administration staff, members of the governing body, pupils, staff and representatives from the trust, including the school effectiveness adviser.
- Inspectors took account of 17 responses to Ofsted's online questionnaire, Parent View, and spoke to parents at the start of the school day. Inspectors considered the 30 staff responses to Ofsted's online questionnaire.
- A wide range of documentation was scrutinised, including school development plans, minutes of meetings of the governing body and external reports from consultants. Documents and information relating to the monitoring of teaching and learning, attendance and safeguarding were also reviewed.

## Inspection team

Kate Rowley, lead inspector

Her Majesty's Inspector

Rajinder Harrison

Ofsted Inspector

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