

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Canon Peter Hall Church of England Primary School

Pelham Road, Immingham, North East Lincolnshire DN40 1JS	
Current SIAMS inspection grade	Good
Diocese	Lincoln
Previous SIAMS inspection grade	Outstanding
Date of academy conversion	July 2014
Name of multi-academy trust	Lincoln Anglican Academy Trust
Date of inspection	3 November 2016
Date of last inspection	22 November 2011
Type of school and unique reference number	Primary 140991
Headteacher	Sandra Fawn
Inspector's name and number	Doug Masterton 483

School context

Canon Peter Hall Church of England School is one of several primary schools serving the heavy industrial and port town of Immingham in North East Lincolnshire. There are 204 children on roll with significantly more boys than girls. Almost all are White British but with a small number of children recently arrived from Bulgaria. 58% of children are eligible for the pupil premium, an indicator of very significant deprivation within the school community. The parish church is located about one mile by road from the school. The school became a sponsored academy in July 2014. The present headteacher assumed responsibility for the school in September 2014.

The distinctiveness and effectiveness of Canon Peter Hall Primary School as a Church of England school are good

- School provision based around five clear Christian values and a very rich and inspiring curriculum is building children's sound academic achievement and remarkable levels of individual personal development.
- Collective worship inspires the whole school community and soundly informs children's understanding of Christian faith. Its full contribution to their spiritual development has yet to be realised.
- School leadership, and particularly that of the headteacher since her appointment two years ago, has brought about a recent and breath-taking pace of improvement. A Christian ethos, calm behaviour and a passion for work and learning pervades the school.

Areas to improve

- School leaders and wider school community should recognise the wider range of Christian values which the school is currently embodying and consciously promote all of them to further inspire the rich range of learning and experience to be offered to children.
- The contribution that children make to their collective worship should reflect a bold ambition for their full roles within evaluating, planning, writing, staging and leading acts of collective worship themselves.

The school, through its distinctive Christian character, is good at meeting the needs of all learners

The community of Canon Peter Hall School works with a passion to offer the richest education experience possible for children in the community it serves. The drivers for this are the Christian values of forgiveness, respect, generosity, justice and truth. These are used to inspire every aspect of children's learning and their personal development. Many school families contend with social and financial difficulties and their needs drive the special commitment the school makes to all children in its care. Educational standards are broadly in line with national averages or better but the school is having to tackle weaker progress in reading; specifically strengthening children's understanding of vocabulary and language. Progress in reading remains a key challenge and priority for the school but its vital importance is recognised especially for those many children with barriers to their learning. The school curriculum affords the highest priority to nurturing children's spiritual, moral, social and cultural development. Teaching embraces many exciting methods for learning including the use of Real Projects such as a study of London. They offer highly motivational avenues for learning that include activities embracing many different traditional subject disciplines and links with the outside world. They are conceived to promote specific outcomes in literacy, numeracy and personal development. Local businesses have been brought on board making an exciting contribution to the school curriculum. In addition, the school offers children activities such as working outdoors, learning Taiko martial drumming, music making, challenges for learning at home and being of service to members of the school community. Children's response is imbued with the school Christian values. They are curious, behave well, show great respect for others' needs and points of view, embrace new ideas linked to Christian understanding and show kindness with a spontaneous willingness to help others. They love coming to school. Children's knowledge, behaviour and development taken together shows that the school is effective in promoting a wider range of values than simply the ones it advertises, particularly those such as service, endurance, friendship, peace and Christian fellowship. All the values being used in the school have built a community where children succeed and where they also work to ensure others are happy, not excluded or bullied. They co-operate enthusiastically with the adults who care for them and extremes of bad behaviour no longer occur. These values have formed a school that is happy, mutually supportive, inclusive and inspired by its Christian foundation. Parents praise the work of the school, recognising both teachers' commitment to every individual and seeing for themselves their children demonstrating the same qualities when at home. Notwithstanding the remoteness of the school from more ethnically mixed communities, the school promotes children's understanding of different religions and cultures through the curriculum and inviting visitors. Special care is taken to fully include and support children joining from Eastern Europe. Local children are invited to help and are organised to offer friendship, help and reassurance. Children's general high respect for other religions and those who practice them is evident from the way they speak about them without showing prejudice. Religious education forms a key aspect of the curriculum giving children the factual background to Christianity and the vehicle for discussing faith and belief. It shapes their thoughtful and critical approach and they respect a wide range of opinions. Religious education makes a considerable contribution to the tangible Christian character of the school.

The impact of collective worship on the school community is good

The quality of school collective worship embodies purpose, using Christian values and the Gospels as the foundation for growing children's understanding, attitudes and response. The whole school meets daily. Notwithstanding the logistical difficulties, once or twice each term, collective worship is held in church broadening children's experience and reflecting links with the parish. One day each week, parents are welcome and between twenty and thirty attend. Led by a wide range of school staff, visitors and the parish priest, collective worship enriches and motivates the whole school community. Acts of collective worship include symbols such as lighted candles, topics reflect the liturgical calendar and develop a distinct Anglican tradition. Key themes stimulate spiritual ideas and are made relevant to children's and adults lives. For example, the account of Jesus calming the storm and his disciples' fears in the boat on Galilee, recounted from the writings of both Mark and Luke, is used to help children appreciate the way that faith may help with fears and storms in their lives. Children join in with enthusiasm to discuss ideas with each other, to answer questions, to say prayers and many sing in a choir. Work they have done in school is shared on special occasions such as Harvest Festival. Their writing and drama is also used as part of this experience. School collective worship is characterised by enjoyment, reverence and excellent behaviour. No parents choose to withdraw their children. Collective worship, together with work in RE is building considerable confidence among older children to understand and discuss ideas of faith and build a conception of the nature of God. They can associate roles such as the artist, the teacher and the 'cheerer upper' with the three dimensions of the Trinity and identify which facet of God might be the recipient of the different kinds of prayers that they offer. Children understand from their collective worship how the teaching of Jesus comes to inspire their own good deeds such as becoming young leaders for games, helping new or lonely children, and offering freely their time to be of service to the school. At present the contribution children make to evaluation, conceiving, planning and leading acts of collective worship themselves is very limited. There is thus much unexplored scope for such participation to make a powerful contribution towards every child's spiritual development while at Canon Peter Hall School.

The effectiveness of the leadership and management of the school as a church school is good

The school has undergone a rapid and sustained development within the last eighteen months which has substantially improved both educational provision and the school Christian ethos. Standards have been raised and the behaviour of children transformed. An environment for learning has been created embodying spirituality and imbued with an unshakeable conviction that every single child can flourish. The character of the school is immediately evident from the peace and inclusion that is the common experience for all children and adults at work together. This change has been brought about by the passion, belief and professional expertise of the headteacher who assumed her responsibilities just some two years prior to this inspection. She lives out her philosophy of commitment to every child's development, has a 'can-do' approach to building rich opportunities for learning and breaks down apparently insurmountable barriers in order to secure the richest possible curriculum. She promotes and strategically plans a learning environment that offers fulfilment for both children and staff. Her vision is underpinned by teachers, who conceive inspired methods for children's learning, and close critical evaluation involving all staff and governors. No compromises are countenanced concerning the quality of the experiences to be offered to children. Such leadership, communicated and applied at many levels in school, has not only raised standards but has attracted substantial commitment by local companies and organisations keen to support and enrich the curriculum of the school. Leaders self-assessment of provision and outcomes is very accurate and highly motivational for all staff, fully identifying the important ways in which the school can be further improved. Governors hold the view that provision, standards and children's achievement can always be improved. Collective worship and religious education meet statutory requirements. The governing body, reformed when the school joined the academy trust, has closely scrutinised school provision, set expectations matching current ambitious vision for church school effectiveness and held school leaders to account. Their support, has encouraged school staff and recognised their worth which has added considerable momentum to the pace of improvement. Governors are fully aware of improvements needed including raising children's academic standards and growing the impact of collective worship before the school can be considered outstanding. The work of the parish priest to enrich collective worship and to help families in need has built trust and understanding throughout the school community. It now forms a vital and significant channel for her Christian mission to the parish. Leadership skills for future work in church schools are nurtured extensively by the head teacher. She challenges her colleagues to grow skills through offering them substantial responsibility underpinned by trust. The school greatly values and draws strength from its partnerships with the local church and the diocese. Growing professional benefit is being derived from the school membership of the Lincoln Anglican Academy Trust towards inspiring teaching, validating improved outcomes and ensuring accurate self-evaluation. Parents are welcomed into the school as true partners. They speak proudly of what the Christian character of the school offers, and greatly admire the way that their children have developed remarkable maturity, responsibility and spirituality in addition to their academic achievements.

SIAMS report November 2016 Canon Peter Hall CE Primary School Immingham DN40 1JS