

Inspection of a good school: The Canon Peter Hall CofE Primary School

Pelham Road, Immingham, North East Lincolnshire DN40 1JS

Inspection dates:

22 and 23 February 2023

Outcome

The Canon Peter Hall CofE Primary School continues to be a good school.

What is it like to attend this school?

Pupils behave well. They enjoy coming to school. Staff have high expectations of pupils' learning and behaviour. This includes pupils with special educational needs and/or disabilities (SEND). Pupils are polite, respectful and friendly to each other and adults. The school is a calm and orderly environment that is very well looked after. Bullying is rare. Leaders take any concerns seriously. Pupils know that if they are worried, there are staff who will help them. Pupils always have someone to play with at breakfast club, lunch or breaktimes.

Leaders have developed an ambitious curriculum. They are clear that pupils need a wide range of skills and experiences to prepare them for high school and the world of work beyond this. Pupils learn about a range of job and career opportunities. Teachers make learning purposeful for pupils. Pupils work hard in lessons and show resilience when work is challenging. Pupils gain the knowledge that they need and are well prepared for their next steps.

Pupils are proud to attend the school. They value the responsibilities they have. For example, play leaders organise games and activities at breakfast club. These are enjoyed by all who attend. Older pupils read with younger pupils who say that this helps their reading. This creates a strong sense of community. Parents value the work the school is doing for their children.

What does the school do well and what does it need to do better?

Leaders are in the process of implementing a well-thought-out curriculum. In most subjects, the knowledge that pupils should learn and the order in which they should learn it has been carefully considered. Leaders are developing each subject carefully. However, the process is not complete for all subjects. For example, in design and technology and computing, leaders are still working to make sure that a coherently planned curriculum is fully in place.

In Reception, children get off to a strong start. Staff develop children's understanding of the world, for example through forest school activities and by celebrating the Chinese New Year. This work is built on in later years. Older pupils learn about the world of work. Experiences are designed to develop pupils' knowledge, skills and attitudes toward work and life. For example, Year 6 pupils learn about being employed, sub-contracted or self-employed. They also have opportunity to apply for roles within the school and experience job interviews.

Reading is taught effectively. Phonics outcomes declined in 2022. Leaders then worked to improve the teaching of early reading. Effective training for staff has resulted in the phonics curriculum now being implemented consistently. Pupils learn about letters and the sounds that they represent in a systematic way. Leaders plan a variety of opportunities for pupils to become confident and fluent readers. Staff ensure that pupils' misconceptions are addressed when saying and writing new words. Pupils who need extra help learning to read receive this quickly. However, some staff who read with individual pupils do not have a precise understanding of the school's approach to teaching reading. This means these sessions are not as useful as they could be in helping pupils who are learning to read.

Staff provide opportunities for pupils to revisit previous learning. This ensures that any gaps in pupils' knowledge are identified and addressed quickly. Teachers check in lessons to make sure that pupils are learning what they are being taught. Pupils with SEND are well supported. They learn alongside their peers. Staff consider the needs of each pupil when planning and teaching lessons.

There is a strong focus on pupils' wider development. Leaders ensure that there are a range of extra-curricular activities. This includes sports and music tuition to develop pupils' talents and interests. Pupils learn about a variety of religions. They understand the importance of respecting and valuing people and their differences. Pupils develop a strong sense of right and wrong.

Staff are well supported by leaders within the school and from the trust. Staff value the regular opportunities for professional development and training. Leaders consider the well-being of staff in the decisions that they make. Engagement with parents and carers and the local community is a strong feature of the school. Governors and trust officers support and challenge school leaders effectively.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding. Leaders ensure that the correct procedures are followed when appointing new staff. Leaders know the community they serve very well. They work well with outside agencies to get the right support for pupils and their families. Staff receive regular training and understand their responsibilities for keeping pupils safe. Staff ensure that pupils understand how to use the internet safely.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some adults do not have the expertise to help pupils apply their phonic knowledge when reading. As a result, some pupils at the earliest stages of reading do not learn to read as quickly as they could. Leaders should ensure that all staff get the training that they need to help pupils use their developing phonic knowledge to become fluent readers.
- In a few subjects, such as design and technology, curriculum plans do not set out the essential knowledge and skills that leaders want pupils to learn and remember. This means that pupils do not learn as well as they could, because they do not build on what they already know. Leaders should ensure that they set out the knowledge that they want pupils to learn from the early years to Year 6.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in May 2017.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	140991
Local authority	North East Lincolnshire
Inspection number	10228151
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	226
Appropriate authority	Board of trustees
Chair of trust	Jerry Woolner
Headteacher	Sandra Fawn (Executive Headteacher), Tracey Grove (Head of School)
Website	www.canonpeterhall.co.uk
Dates of previous inspection	10 and 11 May 2017, under section 5 of the Education Act 2005

Information about this school

- The school uses one registered provider of alternative provision.
- The school is part of the Lincoln Anglican Academy Trust.
- The proportion of disadvantaged pupils is high than the national average.
- The school runs a daily breakfast club.
- Since the last inspection, the headteacher has become the executive headteacher and now leads two schools. A head of school was appointed in March 2021.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- During this inspection, the inspector met with senior leaders from across the school.
- The inspector spoke with members of the governing body, including the chair, and met with two representatives of the academy trust.

- The inspector carried out deep dives in reading, mathematics and history. For each deep dive, the inspector met with the subject leaders and reviewed curriculum plans, looked at pupils' work, visited lessons, spoke to teachers and spoke to pupils about their learning.
- The inspector met with the leader responsible for curriculum development and looked at curriculum documents and pupils' work in other subjects, such as design and technology.
- The inspector observed pupils reading to a familiar adult and met with pupils formally in both same-sex and separate groups.
- The inspector considered the views of parents through informal discussions at the end of the day and through Ofsted's online questionnaire, Ofsted Parent View.
- The inspector spoke to two representatives from the Lincoln Anglican Academy Trust.

Inspection team

Amraz Ali, lead inspector

Ofsted Inspector

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