



National Society Statutory Inspection of Anglican and Methodist Schools Report

Canon Pyon Church of England Academy

Canon Pyon

Hereford

HR4 8PF

Previous SIAMS grade: Outstanding

Current inspection grade: Good

Diocese: Hereford

Local authority: N/A

Date of inspection: 8 June 2015

Date of last inspection: 15 July 2010

School's unique reference number: 139308

Headteacher: Peter Box

Inspector's name and number: Sue Blackburn 756

School context

Canon Pyon is a small rural school with 64 pupils on role. The school serves a scattered community with a large proportion of elderly residents. Pupils are mainly of white British backgrounds and there is a lower percentage entitled to pupil premium grant compared to pupils nationally. The proportion identified as needing special educational needs support is higher than those nationally. Most pupils are taught in mixed aged classes with the exception of Year 2. The school is a part of a larger federation of 7 schools managed by the Hereford Marches Federation of Academies. The church is not within walking distance of the school.

The distinctiveness and effectiveness of Canon Pyon as a Church of England school are good

- The school's commitment to the core Christian values of respect, trust and fairness which are central to the school are reflected in the positive relationships that exist.
- Spiritual, moral, social and cultural development is well promoted through the daily work of the school and has a positive impact on daily life.
- Religious education (RE) is well led and supported by school leaders. It makes a significant contribution to the school's Christian distinctiveness and to pupils' behaviour.

Areas to improve

- Involve foundation governors more formally in rigorous self-evaluation of the school as a church school, so that governors can contribute more effectively in leading improvement to raise achievement for all groups of pupils.
- Ensure governors access training, specifically for church schools, in order to be able to hold school leaders to account for the school's effectiveness as a church school.
- Ensure leaders access training, specifically for church schools, so that effective monitoring and evaluation of the school as a church school are in place.
- Involve pupils and governors in formally monitoring and evaluating collective worship.

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

Canon Pyon is a school which is well respected in the community where Christian values of trust, respect and fairness, are embedded throughout the life of the school and underpin pupils' good behaviour. The 'Pupil Voice' group recently decided upon the vision statement for the school 'TEAM' and actively promote the values of working together and helping each other. The school promotes a positive approach to encouraging good behaviour. Policies provide clear guidance to tackling any bullying. The provision of a 'Bubble Club' where pupils may share any concerns and bullying ambassadors provide additional support. Pupils were quick to point out they were rarely needed as they have not had any incidents of bullying. The school meets the needs of most ages, backgrounds and abilities within its community. Support for those with additional needs, as well as enhanced provision for more able learners, is improving attainment in Key Stage I so that outcomes are moving to those achieved by pupils nationally. Attendance is improving due to effective strategies such as communicating the importance of attendance with parents and pupils say they enjoy coming to school. The school prospectus promotes the 'creative, inspiring, and motivating' curriculum which includes creative outdoor spaces and forest school which pupils say they enjoy and provides opportunities to experience 'God's world'. The curriculum is planned to 'encourage people of different faiths or cultures to share their skills and talents' which the school believes is a factor contributing to the harmonious and supportive atmosphere evident in school. Learners have the opportunity to engage in a range of musical activities such as gospel singing and have a federation link with India, which has developed pupils' cultural understanding. Pupils believe helping and serving others is important. They are involved in raising money for a range of charities and were eager to discuss the assemblies they had planned around saving water and the Macmillan cancer support charity. Spiritual, moral, social and cultural development is a priority for the school. The Federation employs a pastoral support manager and educational welfare officer, reflecting the schools' commitment to providing for pupils' wellbeing. Positive relationships exist within the school community. Parents say the school is a welcoming place and directly attributed teaching from the Bible as influencing positive behaviour. RE makes a strong contribution to the Christian character of the school by helping pupils develop a secure understanding of how faith is important to religious people. Pupils learn and use religious language and said they enjoy the challenge of big questions raised in RE lessons. Questionnaires provide evidence as to how the views of learners and other groups have been sought on the ethos and effectiveness of the school as a church school, but not how this evidence has been used to secure improvements in standards, personal development and well-being.

The impact of collective worship on the school community is good

Collective worship has a good impact on pupils' spiritual development. Pupils are united in saying they value worship. Worship focuses half termly on different Christian values and explores how they influence daily life. These values are promoted in newsletters; most recently they included friendship, compassion and currently resilience, chosen by Year 6 pupils to reflect their recent hard work. Parents say that Christian values are instilled in school and at home and that 'Christianity is a part of the fabric of the school and comes through everything the children do'. The school involves children in planning and leading collective worship. Learners show a high level of respect for their peers during worship. This was evident when a group of Year 6 pupils delivered an assembly competently and confidently on the theme of resilience, ensuring their key messages were clear. As yet the school does not formally seek children's views on worship and pupils are not involved in evaluating worship. Good opportunities are provided during the day to develop pupils' spirituality through prayer and reflection. For example, pupils

can recite the 'Lord's prayer' off by heart and understand the purpose of prayer well. Worship is planned to mark key dates in the Church calendar. Anglican traditions, such as the use of candles and the cross, are present on the altar table, however they are rarely used as a feature in worship. A range of visitors are invited in to lead, including a Methodist minister as well as the weekly act of worship led by the incumbent. The school holds services each term in the local church. Worship is well supported by the incumbent who works closely with the headteacher and RE coordinator, to ensure that worship reflects the Christian foundation. Parents are welcomed at worship in school and church and the incumbent has built very positive relationships with families commenting he has baptised and married many family members. The school promotes strong links with the local church and village community. Events such as Easter services, alongside weekly acts of worship led by the incumbent and the local 'Open the Book' team are highly regarded by pupils. Worship is not yet outstanding because although governors are involved in observing worship, there is no formal system in place for monitoring and evaluation to bring about any improvement.

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

School leaders promote a Christian vision for the school. Distinctively Christian values are promoted through school policies and the school website, however the mission statement cannot be found consistently in school specific policies. The highly inclusive nature of the school is grounded in a strong emphasis on nurturing and caring for each individual. This is influential in securing positive behaviour and attitudes to learning. The school environment reflects strong Christian values of friendship and trust, so that children feel safe in school. The headteacher has identified the need to actively engage foundation governors in self-evaluation of the school as a church school. Governors support the head teacher and are engaged in monitoring aspects of worship and RE fulfilling their statutory responsibilities, however this takes place informally and has little impact. Governors' audits, although undertaken, have yet to be reported on and acted on to aid school improvement. The RE leader has a clear grasp and understanding of her subject. She is keen to embed the newly revised syllabus which she received during recent training. Work in books viewed during the inspection reflect outcomes that are in line with those in other subjects. Work is well presented with effective marking to help pupils improve their own work. Book scrutinies, learning walks and observations by the RE leader are in place to monitor the quality of RE learning, however recording outcomes is informal at this stage. Mutually beneficial partnerships with the local church and local community are well established. The emphasis on Christian values is evident in the relationships between all members of the school community. This is borne out by the views of parents who are complimentary about the school and have a high regard for the quality of support provided. Parents and pupils state that all members of staff are approachable and care about all individuals.

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