

Inspection of a good school: Endsleigh Holy Child VC Academy

Inglemire Avenue, Hull HU6 7TE

Inspection dates:

11 and 12 May 2022

Outcome

Endsleigh Holy Child VC Academy continues to be a good school.

What is it like to attend this school?

Pupils and staff demonstrate the values of excellence, harmony and compassion in every aspect of school life. Pupils talk positively about the impact the values have on their lives.

Pupils' behaviour in lessons is calm and orderly. They follow instructions from adults quickly. Pupils say bullying does not happen a lot. If it did happen, they say the head of school will talk to everyone involved.

Pupils feel that everyone is treated equally. Those who responded to Ofsted's questionnaire feel they are encouraged to respect people from other backgrounds. Pupils know how to stay safe online. They know not to interact with people they do not know. Pupils understand that online games have age limits to keep them safe.

There are many leadership opportunities for pupils. These include being members of the school council, the eco council, a mini-vinnie, a religious education (RE) ambassador and a classroom monitor.

Pupils are proactive in raising funds for charitable organisations. For example, because of a RE unit on healing, Year 6 pupils raised money for a hospice.

Leaders have developed the school's pledge to ensure pupils have opportunities to experience taking a seasonal walk, visiting a farm, the beach or a museum, attending a residential and performing in a play.

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

Leaders have planned the school's curriculum to build each year on what pupils already know. This curriculum thinking starts in early years and builds throughout key stage 1 and 2. Leaders have created a support document for each unit of work in the wider curriculum. This maps out the key concepts, vocabulary and essential learning for each unit. For example, in history, the concept of historical figures starts in early years by looking at the important jobs people do and how they can influence change. This leads to studying the work of Florence Nightingale in key stage 1 and William Wilberforce in key

stage 2. The ambition for all pupils could be higher in the wider curriculum. All pupils access the same activities. Teachers provide more challenge to meet the needs of higher attaining pupils through questioning. However, there is limited evidence in books of this challenge for these pupils.

Leaders have prioritised the teaching of early reading. Teachers group pupils by their current phonics knowledge for their daily phonics session. High-quality training has ensured consistency in practice from teachers and teacher assistants when delivering the phonics scheme. This means that the pupils concentrate on what they are learning and not on how they are learning it. Pupils who need to catch up have extra phonics interventions at least four times a week. As a result, the number of pupils needing additional phonics support in key stage 2 is low.

Letter formation is not secure. It did improve before the pandemic, but as pupils used laptops to write during remote learning, letter formation for some pupils has declined. Teachers should routinely check pupils' letter formation.

Leaders have adopted a mastery approach to teaching mathematics. This is in line with other schools in the trust. This approach starts in early years. For consistency, Year 1 to 6 pupils experience the same lesson structure. Lessons start with get ready to retrieve, then a reasoning question, independent tasks and a further challenge. Leaders are already seeing the impact of this approach as pupils' rapid recall of key facts has improved. Pupils enjoy mathematics and could make connections to their prior learning. For example, pupils in Year 5 learning about factors linked back to when they learned their times tables in Year 3. Pupils say teachers help them and often simplify a question if they find mathematics tricky.

The special educational needs and disabilities coordinator (SENDCo) is new to post. Pupils with special educational needs and/or disabilities (SEND) have pupil passports that contain personalised targets. Teachers write the targets and the SENDCo monitors them. The SENDCo has recognised that teachers need further training to more clearly define pupils' targets. Evidence in pupils' wider curriculum books that these targets are being focused on is limited. This is slowing the progress pupils are making. The SENDCo has already cascaded a wealth of training to staff. This includes training on attachment, emotional well-being, school avoidance, attention and processing, and the use of sign language.

Staff who are early in their teaching careers feel well supported by their school mentor. Leaders at all levels feel supported and nurtured by the trust. They value working with colleagues from other schools. This helps them to share, collaborate and moderate their practice.

Safeguarding

The arrangements for safeguarding are effective.

The office manager keeps the register of checks on people who work and visit the school up to date. Staff receive regular training and receive a monthly safeguarding newsletter from the trust. This ensures they are well informed about local issues or changes to practice. All members of staff record incidents relating to safeguarding or inappropriate behaviour. This ensures leaders have a detailed picture of any concerns. Leaders'

responses to these incidents are appropriate and proportionate. Leaders have identified specific risks within their locality, including pupil safety near water. To address this, the Canal and River Trust has delivered water safety lessons.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In wider curriculum books, ambition for all pupils was not always evident. Teachers are challenging the higher attaining pupils with extra probing questions. However, pupils and teachers are not recording the outcomes of these challenge activities. Leaders should ensure they have a mechanism to check the level of ambition for all pupils.
- The wider curriculum books of pupils with SEND show that while their targets were being actioned in English and mathematics, they were not always considered in the wider curriculum. The SENDCo has identified that the targets need to be clearer. The SENDCo should cascade the target writing training as planned. Leaders should check the targets on the pupil passports are reflected across the whole curriculum, to help ensure pupils make swift progress.

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 a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the predecessor school, Endsleigh Holy Child RC Primary School to be good in November 2012.

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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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	140905
Local authority	Kingston Upon Hull City Council
Inspection number	10227146
Type of school	Primary/
School category	Academy converter/Voluntary controlled
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	316
Appropriate authority	Board of trustees
Chair of trust	Peter Fearnley
Headteacher	Alison Bentley (Interim Head of School)
Website	www.ehchull.org
Date of previous inspection	22 October 2020, under section 8 of the Education Act 2005

Information about this school

- The school joined St Cuthbert's Roman Catholic Academy Trust in June 2014.
- There is an interim head of school in post, supported by an executive headteacher.
- As the school is designated as having a religious character, it is inspected under section 48 of the Education Act 2005. The last section 48 inspection of the school was in June 2018. The timescales for reinspection have been extended because of COVID-19.
- The school does not use any alternative providers.

Information about this inspection

- This was first routine on-site inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with school leaders and has taken that into account in their evaluation of the school.
- The inspector met with the interim head of school, curriculum leaders, staff and pupils. Meetings were also held with representatives of the trust.

- The inspector carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, the inspector met with curriculum leaders, spoke to pupils and teachers, visited lessons and looked at their work. Inspectors heard pupils read.
- Inspectors examined safeguarding records, attendance figures, curriculum plans and policies.
- The views of parents were considered from the 44 responses to Ofsted's parent questionnaire.
- The views of staff were considered from meeting with them and from the 23 responses to Ofsted's staff questionnaire.
- The views of pupils were considered from meetings with them and from their response to Ofsted's pupil questionnaire.

Inspection team

Alison Stephenson, lead inspector

Her Majesty's Inspector

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