

Inspection of an outstanding school: Craven Primary Academy

New Bridge Road, Hull HU9 2DR

Inspection dates:

16 and 17 November 2022

Outcome

Craven Primary Academy continues to be an outstanding school.

What is it like to attend this school?

Craven Primary Academy is a school where pupils thrive and succeed. Leaders have the highest expectations for all pupils' learning and behaviour and they expect them to achieve highly. Pupils' behaviour in and around school is exemplary. They are polite, respectful and welcoming to visitors. They are insistent that bullying and racism do not exist at this school. During the inspection, the pupils presented an assembly on the theme of anti-bullying.

Leaders know the pupils, families and community well. This helps them to plan a curriculum and experiences that give pupils the best preparation for the next stage of their education. There are many opportunities for pupils to have responsibilities and leadership roles. They apply for 'jobs' and are paid in tokens that can be exchanged at the school shop. Tokens are also issued for excellent behaviour. Pupils talk enthusiastically about how much they enjoy having jobs and how this prepares them well for later life.

Pupils appreciate having a voice in the school and know that they are listened to. The school council is regularly consulted, and their views are always considered, by leaders. The school council has been instrumental in the development of a new library, which will be used by families.

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

Leaders have developed a highly ambitious curriculum that begins in the early years. They have identified the important knowledge that they want pupils to learn and understand. For example, in history, the sequence of learning is progressive and includes key themes that pupils revisit to build their knowledge on what they have learned before. Because of this, pupils are able to recall important facts that they have learned about in history during their time in school. The teaching of mathematics is highly effective. Teachers expertly check pupils' understanding and respond immediately to address any gaps in learning or misunderstandings. Teachers have strong subject knowledge and help pupils make excellent progress, including those with special educational needs and/or disabilities

(SEND). They check carefully on what pupils have learned and use this information to ensure that any gaps are identified and addressed.

Pupils with SEND are supported well and make strong progress. Parents and carers of pupils with SEND report how happy they are with the support their children receive. Teachers adapt the curriculum skilfully to ensure that pupils with SEND are supported extremely well.

The school is a calm and purposeful place. In classrooms, pupils are attentive and engaged. The early years environment is vibrant and children engage in a wide range of well-planned activities. They listen carefully to adults and follow routines. There is a strong focus on the development of language and vocabulary across the whole school, and this can be seen whenever adults speak with children.

Leaders have prioritised reading. Books are celebrated and included at the heart of curriculum plans. The school's chosen reading programme is used consistently well by expert teachers. Children in Reception get off to the best possible start in learning to read. They learn about the sounds that letters make in structured sessions. Teachers make frequent checks on the progress that pupils make. If pupils struggle, they are identified and additional sessions are planned that help them to keep up. Pupils enjoy reading and talk about their favourite books and authors with enthusiasm.

Leaders care deeply about pupils' welfare and well-being. The 'Thrive' room is an excellent example of this. Skilled staff provide excellent support for vulnerable pupils. This is done with considerable expertise and sensitivity. All pupils know that this support exists whenever it is needed.

The curriculum offer to develop pupils' character is exceptional. Pupils have many opportunities to develop leadership qualities and take on responsibility. Through the school council, they know that they can make meaningful and positive contributions to the life of the school. They have a strong sense of democratic principles through the process of electing school councillors. Many clubs and educational visits are available to all. Pupils have a good understanding of their place in society and are very well prepared for the future.

Governors and trustees share the passion, commitment and ambition of leaders. Their work contributes positively to the school's continuous improvement. They know the school well and provide support and challenge to leaders to ensure there is a high-quality education for all pupils. Staff are proud to work at the school and leaders support them by providing high-quality training and being mindful of their workload.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have ensured that staff are well trained in safeguarding and can recognise the signs that pupils may be at risk of harm. Staff understand the importance of reporting concerns quickly. Records indicate that leaders take timely actions to ensure that pupils

are kept safe. Leaders also work well with a range of agencies to provide support for vulnerable pupils and their families.

Pupils feel safe in school and have learned about the risks to their safety that they might face, including when using technology. They know that they can talk to an adult with any worries.

Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. 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 outstanding in September 2016.

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	140169
Local authority	Kingston upon Hull City Council
Inspection number	10227114
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	225
Appropriate authority	Board of trustees
Chair of trust	Steve Hodsman
Head of Academy	Laura Hartmann
Website	www.cravenprimaryacademy.org.uk
Dates of previous inspection	27 and 28 September 2016, under section 5 of the Education Act 2005

Information about this school

- The head of academy was appointed in May 2022.
- The school is part of Delta Academies Trust.
- The school does not use alternative provision.

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 his evaluation of the school.
- The inspector carried out deep dives in early reading, mathematics and history. For each deep dive, the inspector discussed the curriculum with subject leaders, visited lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work.
- The inspector met with the head of academy, the executive principal and senior leaders. The inspector also met with representatives of the trust and those responsible for governance.
- The inspector observed pupils' behaviour both in lessons, at breaktimes and at

lunchtimes. The inspector gathered pupils' views from both formal and informal discussions.

- The inspector scrutinised a range of documentation, including the school's self-evaluation and improvement plan.
- The inspector checked the school's single central register, met with the school's designated safeguarding lead and reviewed safeguarding information.
- The inspector met with parents and carers. The inspector took account of the responses to Ofsted's survey for parents, Ofsted Parent View.

Inspection team

Dughall McCormick, lead inspector

His Majesty's Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
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