

Inspection of St Richard's VC Academy

Marfleet Lane, Hull, East Yorkshire HU9 5TE

Inspection dates: 20 and 21 March 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

The headteacher of this school is Emma Cook. This school is part of St Cuthbert's Roman Catholic Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Karen Siedle, and overseen by a board of trustees, chaired by David Laws.

What is it like to attend this school?

This is a school where pupils learn how to be curious and resilient learners. Pupils understand the importance of the school's 'Star Values'. These values include being compassionate and taking responsibility for your actions. The school's values are carefully woven through the curriculum and the life of the school. Pupils are highly respectful to each other and to people with different backgrounds or beliefs.

The school is aspirational for pupils. Pupils respond well to the school's high expectations. All pupils, including those with special educational needs and/or disabilities (SEND), achieve well. Pupils have very positive attitudes to learning. Pupils behave well. They listen carefully to teachers' instructions and concentrate in lessons.

The school prioritises the development of pupils' character. Pupils benefit from taking part in a wide range of activities as they move through the school. For example, the school expects every pupil to learn to cook a meal for the family by the time they leave the school. There are many opportunities for pupils to lead activities in school. From an early age, pupils learn to become increasingly independent.

Pupils are safe in school. Bullying is rare. Pupils are confident that staff will help them if they have any concerns.

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

The school is clear about what it wants pupils to know and remember in each subject. The school carries out regular checks to find out what pupils know and can do. Staff use this information to identify, and address, gaps in pupils' learning. The school ensures pupils revisit important subject knowledge when needed. Pupils can talk confidently about what they have learned.

The school has an ambitious curriculum for the teaching of early reading. Pupils enjoy the range of interesting books on offer. Pupils develop a love of reading. Staff receive training in the school's chosen phonics programme. However, there are some slight inconsistencies in how well adults apply this training. This means that a small number of pupils do not learn to read new sounds in words and sentences well enough. The school's checks on what sounds pupils have learned are not as consistent as they need to be.

The school establishes strong relationships with parents and carers as soon as children start school in the Nursery class. There is an effective early years curriculum. This supports children to build on what they know. Adults help children to learn through interesting and purposeful activities. There are lots of opportunities for children to find out about the world around them. Children are well prepared for key stage 1.

The school has a well-designed mathematics curriculum. Pupils spend time each day practising things they have learned. Pupils can confidently remember important mathematical vocabulary. All pupils have frequent opportunities to develop their problem-solving skills. Pupils achieve well in mathematics.

Pupils respond very positively to the school's behaviour policy. The school is calm and orderly. Most pupils attend well. The school is aware that there are a small number of pupils who do not attend as well as they need to. The school is highly proactive in working with parents to improve the attendance of all pupils. There is clear evidence that this work is having a positive impact on school attendance.

There are many opportunities for pupils to develop their interests. Pupils enjoy taking part in a very wide range of extra-curricular experiences, such as coding and cooking clubs. The school's lunchtime and after-school clubs are very well attended by all groups of pupils. The school provides pupils with exceptional opportunities to develop their talents. For example, some pupils worked with the Royal Shakespeare Company to perform in Stratford-upon-Avon. Pupils have an excellent awareness of strategies that promote mental health and well-being. The school promotes equal opportunities very well. Pupils have a strong understanding of what it means to discriminate against others. They know this is wrong. Pupils provide high levels of care to peers with additional needs. Pupils hear from a wide range of speakers. For example, the police and fire and rescue services visit the school to talk about safety in the community.

Pupils with SEND are well supported. The school works closely with external agencies to ensure that pupils with SEND receive the help that they need. Pupils' support plans contain detailed information about how to meet the needs of individual pupils. Staff implement these plans well. The school ensures pupils with SEND can access the curriculum effectively and alongside their peers.

Leaders have established a strong team culture. The school is considerate of staff's workload. Staff feel valued. They appreciate the support they receive from leaders and the academy trust. Governors have a detailed understanding of the strengths of the school. They know what they need to do to make further improvements. Trustees and governors provide school leaders with effective challenge and support.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's implementation of its phonics programme, including the checks it makes on pupils' phonics knowledge, is not as consistent as it needs to be. This means that a small number of pupils cannot read some sounds in words and sentences as confidently and fluently as they need to. The school should ensure

that adults carefully check that all pupils know the sounds they are learning and can use these sounds securely when reading letters and words. As part of this work, the school should continue to review the phonics training it provides to adults.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	141649
Local authority	Kingston upon Hull City Council
Inspection number	10297411
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	293
Appropriate authority	Board of trustees
Chair of the trust	David Laws
CEO of the trust	Karen Siedle
Headteacher	Emma Cook
Website	www.strhull.org
Date of previous inspection	15 June 2021, under section 8 of the Education Act 2005

Information about this school

- The school is part of the St Cuthbert's Roman Catholic Academy Trust.
- The governing body provides a breakfast club for pupils.
- No pupils attend alternative provision.
- In June 2019, the school was inspected under section 48 of the of the Education Act 2005. The purpose of this inspection was to evaluate the quality of religious education and the Christian nature of the school.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.

- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors met with the senior leaders, groups of staff, groups of pupils and representatives of the Diocese of Middlesbrough and St Cuthbert's Roman Catholic Academy Trust.
- Inspectors carried out deep dives in these subjects: reading, mathematics, science and geography. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, looked at samples of pupils' work and spoke to pupils about their learning.
- The inspectors listened to some pupils reading to an adult.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors observed pupils' behaviour in lessons and around the school site.
- The inspectors considered the responses to Ofsted Parent View as well as the responses to staff and pupil surveys.
- The inspectors reviewed a range of documentation, including safeguarding records and minutes of governing body meetings.

Inspection team

Jaimie Holbrook, lead inspector	Ofsted Inspector
Vicky Oddy	Ofsted Inspector
Claire Leech	Ofsted Inspector

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