

Inspection of Estcourt Primary Academy

Estcourt Street, Hull HU9 2RP

Inspection dates:	28 and 29 January 2025
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Good

The principal of this school is Selina Midgley-Wright. This school is part of Delta Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Paul Tarn, and overseen by a board of trustees, chaired by Steve Hodsman. There is also an executive principal, Trudi Bartle, who is responsible for this school and others.

What is it like to attend this school?

Estcourt Primary Academy is a truly exceptional place. Everyone has the highest ambitions for pupils' learning, behaviour and success. These ambitions are well understood and realised. Pupils are proud and happy to attend this school. It is a place where difference is respected and celebrated.

There is a feeling of belonging to the 'Estcourt' family here. Pupils are taught to be polite and courteous, as well as confident and independent. They shake hands with visitors and wait politely, while listening to others speak. Pupils and adults show great respect for each other. Behaviour is exemplary across the school.

The curriculum, for both academic and personal development, is exceptionally well considered. The school ensures that all pupils, including pupils with special educational needs and/or disabilities (SEND), use every moment to learn effectively. Lessons are fun and interesting. Pupils strive to do their best.

The school's personal development curriculum is vibrant and extensive. During their time here, pupils are given a wide range of opportunities to explore their interests, talents or future careers. The 'Delta Stars' initiative gives pupils opportunities to take on roles of responsibility, such as being a school buddy. Pupils try new challenges, such as ice skating, and develop their aspirations through visits to universities.

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

The school has created an environment that focuses on teaching pupils to be proud of their achievements, both academically and personally.

The curriculum, across all subjects, is highly ambitious. The school, together with the trust, has ensured that the curriculum contains the knowledge that it wants pupils to remember. This carefully planned knowledge is taught progressively across the school, from Nursery through to Year 6. Connections are clear within sequences of learning, as well as across the wider curriculum. For example, Year 1 pupils visit the coast as part of their geography fieldwork. This learning is then applied in a later year group as pupils learn about coastal erosion.

As many of the staff have been involved in developing the curriculum, they understand it extremely well. Staff have strong subject knowledge, and they use common teaching approaches consistently. For example, all lessons begin with revisiting prior learning, before moving on to new ideas. Staff regularly check pupils' understanding. This enables them to identify and address misconceptions quickly. Pupils who are finding learning difficult are spotted swiftly and supported effectively. Resources are used effectively to ensure that pupils with SEND can learn alongside their peers and achieve well.

Reading is central to all that happens at Estcourt. In phonics lessons, all staff follow the school's chosen programme consistently. Staff are highly skilled. This enables them to provide effective support to help pupils to blend sounds together quickly as they read

age-appropriate books. Any pupils who are finding reading difficult receive swift support. In key stage 2, the school's '3 ways of reading' approach enables pupils to hear reading being modelled by teachers, read alongside their peers and read independently. They gain fluency and confidence through this approach.

Pupils in the early years get off to a superb start at Estcourt. Developing a sense of belonging to the school starts here, as children learn how to work and play together. The environment is exceptionally inviting for both nursery and Reception children. Staff use it well and design exciting challenges that interest and engage the children. Promoting talk and supporting the development of vocabulary run through everything. This ensures children are well prepared for their next stage of education.

The school's focus on supporting personal development is exceptional. Staff know the pupils well and encourage them to talk about and understand their emotions. This ensures that pupils are ready to learn. Pupils show a mature understanding of important concepts such as online safety. They demonstrate empathy, inclusion and respect as they play and learn together. Caring for others is central to learning in all areas.

The school enhances the taught curriculum with a series of well-planned enrichment opportunities. Pupils talk with enthusiasm about taking part in 'mini police' activities, where they learn about keeping safe in the local area, or baking for the annual Macmillan coffee morning. The diverse intake of the school is celebrated through carefully chosen books to ensure that pupils can see themselves in their learning. Success is celebrated as pupils save 'points' for prizes or exchange them at the school 'swap shop'.

The school ensures that pupils understand the importance of attending school every day. It is extremely proactive in supporting parents if pupils' attendance falls below its high expectations. This results in high rates of attendance across the school.

The school and the trust work extremely closely together. There is a shared vision of excellence that is being realised in all areas. The staff value the continuous development opportunities they receive from the trust. They recognise the support the trust gives them to manage their workload. Staff say they are listened to and valued. They are proud to work in this school.

Safeguarding

The arrangements for safeguarding are effective.

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	140716
Local authority	Kingston Upon Hull City Council
Inspection number	10297400
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	319
Appropriate authority	Board of trustees
Chair of trust	Steve Hodsman
CEO of the trust	Paul Tarn
Principal	Selina Midgley-Wright
Website	www.estcourtprimary.org.uk
Dates of previous inspection	7 and 8 December 2022, under section 8 of the Education Act 2005

Information about this school

- The academy is part of Delta Academies Trust.
- The school has a nursery provision.
- There is a breakfast club at the school.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation 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.
- During the inspection, meetings were held with the principal, the senior executive principal and other senior leaders in the school. Directors of learning from the trust also attended some of these meetings. A meeting was also held with a representative from the trust, and an inspector attended a meeting virtually with representatives of the board of trustees. In these meetings, the inspectors discussed the school’s journey since the last inspection.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and religious education. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils’ work. Inspectors also reviewed the curriculum in some other subjects.
- The inspectors discussed the provision for pupils with SEND. They also met with the designated safeguarding leaders and the school’s pastoral support team.
- The inspectors reviewed a range of documents, including the school’s self-evaluation document, safeguarding information, records and policies.
- 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.
- Parents’ views of the school were considered through their responses to Ofsted’s online questionnaire, Ofsted Parent View, including the free-text responses. The information from staff and pupil surveys was also considered.

Inspection team

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His Majesty’s Inspector

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