



St. Richard's Voluntary Catholic Academy

(Part of St Cuthbert's M.A.T.), Marfleet Lane, Kingston upon Hull, HU9 5TE

School Unique Reference Number: 141649

Inspection dates:	18 – 19 June 2019
Lead inspector:	Mr. Mark Ryan
Team inspector:	Mrs. Peggy Swinhoe

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Catholic Life: Good		Good	2
Collective Worship: Good		Good	2
Religious Education: Good		Good	2

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St. Richard's Voluntary Catholic Academy is a good Catholic school because:

- St Richard's is a good Catholic school with authentic Catholic leadership at its heart. Leaders in the school strive hard to ensure that the mission of the school is central to its actions in serving the pupils and the families of the school, so Christ is known to them and they in turn grow to know Christ
- Collective Worship is well planned across the school and takes a variety of forms. This is well resourced and provides good opportunities for pupils and staff to spend time with God. Staff have clearly benefited from the diocesan Professional Development (CPD) and from training and support from within the Academy Trust. Pupils clearly enjoy Worship and engage with enthusiasm and interest.
- Highly effective Catholic leadership clearly exists. They are good role models and they are ambitious for pupils and staff. The chaplaincy team are a strength of the school and they work in partnership with leaders and teachers to help develop the distinctive Catholic nature of the school. All staff are united in their determination to improve outcomes for pupils.
- Through the well-planned approach from leaders the pupils' spiritual, moral, social and cultural development is very good. Pupils clearly benefit from the Catholic nature of the school in how they are nurtured, supported and cared for. Pupils say they enjoy school and feel safe and know who to go to for help and guidance. They feel they are listened to. Where there are any instances of in-class poor behaviour this is dealt with swiftly and appropriately so children can resume their learning. Vulnerable pupils and pupils with complex needs are clearly supported and guided by committed, caring adults. Pupils benefit greatly from the support they receive.
- The teaching of Religious Education (RE) is good. Staff are confident in the delivery of lessons and the outcomes are well supported through clear expectations and clear modelling. Pupils with complex needs are supported with sensitivity within lessons so they can achieve and make good progress.

FULL REPORT

INFORMATION ABOUT THE SCHOOL

- St Richard's Voluntary Catholic Academy is a larger than average primary school situated in the east of the City of Hull. It is part of St Cuthbert's Academy Trust. The school serves an area with significant social deprivation. The local area is undergoing significant redevelopment with the considerable loss of local housing.
- 30% of pupils are eligible for pupil premium funding which is higher than the national average. 21% of pupils are on the special educational needs and disabilities register (SEND) which is above the national level. Currently, 25% of pupils speak English as an additional level which is slightly higher than the national average.
- The school dedicates 10% curriculum time to Religious Education (RE) which is in line with the Bishops' Conference requirements.
- The Academy Trust provides chaplaincy provision for the school by providing a highly effective, dedicated chaplaincy co-ordinator, who works one day a week within the school. More recently the Academy Trust's chaplaincy team have worked collaboratively across the whole Trust which has extended the provision further.
- St. Richard's serves the parishes of St Bede's and Sacred Heart.
- The percentage of pupils baptised Roman Catholic is 27%.
- St Richards employs 16 full time equivalent teachers, of which 36% are Catholic

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Improve the Catholic life of the school by:
 - Extending and providing greater opportunities for pupil voice so that their views are heard, gathered and responded to more consistently and extensively.
 - Revisiting the school Mission Statement with the pupils so that the pupils can articulate more clearly what this means to their daily lives and actions
- Improve teaching and learning by:
 - Raising expectations and standards within written work.
 - Ensuring marking and feedback provides further challenge and raise expectations of pupils so they have greater expectations of themselves.
 - Ensuring all lessons have pace, clear outcomes which the pupils understand and engage pupils in their learning
- Improve Collective Worship by:
 - Further developing how the school offers different forms of Worship so the pupils experience deeper moments with God.

CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

2

- The extent to which pupils contribute to and benefit from the Catholic Life of the school.
- The quality of provision for the Catholic Life of the school.
- How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

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The extent to which pupils contribute to and benefit from the Catholic Life of the school is good.

- Through their journey at the school the pupils develop a growing understanding of the mission of the school and they grow in understanding as to what it means to 'Aspire, Learn, Serve and Grow in Christ.' The statement is thoughtfully and creatively displayed around the school. The school have worked with the chaplaincy team on their mission statement at the beginning of the year to help the pupils understand and appreciate it better. Pupils talked openly about the mission of the school, but found it difficult to fully articulate, at an age appropriate level what the mission statement means to them and how they could live it out.
- The chaplaincy team are instrumental in helping the pupils to develop their voice. Pupils feel comfortable talking about their faith and what it means to them. They feel that adults listen to them and value their ideas and as a result they feel that they shape and change the Catholic Life of the school.
- Vulnerable pupils are clearly cared for, nurtured and supported to help improve their behaviour, build their confidence and resilience. Behaviour across the school of most of the pupils is good almost all of the time. Pupils recognise that at times a small minority 'lose self-control' but they felt supported and guided by adults to help them overcome and learn from these times. An inclusion and pastoral team supports the most vulnerable children to best suit their needs. Restorative practice clearly exists and relationships between adults and pupils are affirming and positive.
- There are opportunities for pupil voice with RE Ambassadors and Mini-Vinnies, but the number of pupils is limited and represents a small minority of the school.
- The pupils deeply value their work in supporting others in their community, the parish and in the global community and they talk with pride how they act like Jesus and wanting to be like him by helping others. Pupils understand the need to help people in both local and global communities. They do this with a sense of Catholic purpose and mission. Pupils speak positively about how acts of kindness are rewarded.
- The pupils benefit greatly from the work of the school chaplain and the wider Chaplaincy team. Their work on Laudato Si (the Pope's Encyclical on our common home) is valued by the pupils and it engages them in a drive for common good. Pupils clearly value and respond to the creative opportunities provided by the chaplaincy co-ordinators.
- Members of the parish community are actively involved in supporting the pupils and in particular the Mini Vinnies to help them carry out their ministry.
- Pupils clearly benefit from the distinctive Catholic nature of the school in how they are supported and cared for.
- St Richard's is supported one day a week by a committed and passionate chaplaincy co-ordinator,

who supports the work of the school. Her presence and quality of work is highly valued by both staff and pupils. Her work engages and involves pupils in the Catholic life of the school.

The quality of provision for the Catholic Life of the school is good.

- All of the staff have benefited greatly from the continual professional development (CPD) offered to them and less experienced members of staff talk openly and with conviction of the impact on them personally and professionally. Staff are fully committed to leadership team's vision for the school. NQTs, and those new to Catholic education, are clearly enthused to work in a Catholic school as a result of their support and development.
- The chaplaincy team and the senior leaders are united in their approach to improving the Catholic Life of the school. They work with a clear commitment and professional approach to create spiritual and formative experiences and opportunities for the pupils. They are creative in their work and the pupils respond positively to the experiences offered and many choose to engage in prayer and reflections over lunch.
- Staff formation and spiritual growth is clearly developed, and the opportunities given to staff are received with enthusiasm. In staff prayer-sessions there is a sense of joy and mutual support and commitment.
- The school have strived hard to ensure that there is a Catholic welcome on arrival to the school with clear messages to all as to its mission and purpose. The learning environment across the whole school highlights the importance of Catholic life. Quality displays reflect the liturgical seasons and key events within the Church's calendar to the whole community. Within classrooms, sacred spaces are valued and respected by all. Quality 'learning walls' reflect a whole school approach and these provided good opportunities and support for pupils.
- Pupils with specific needs are well looked after with caring and sensitive support given to them and their families as they flourish and grow.
- Relationships between all members of the school are very positive and supportive and the staff and leaders strive and work hard to develop these further. Professional, personal and spiritual development of staff is clearly embedded across the whole school and there is a clear sense of common purpose to ensure that the Catholic Life of the school continually develops and grows

How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school is good.

- The Catholic Life of the school and its impact and quality are given the highest priority by the school and by the wider Academy Trust. Clear and robust systems of monitoring ensure that all aspects are evaluated and reported back to the leaders and directors of the Trust. Leaders have set a clear direction for the school and this is lived out in its actions.
- Professional development is continually reviewed for impact by leaders within the school. The quality of provision is greatly enhanced because staff receive highly effective professional development, both from the Diocese and through in-school development and as part of the Academy Trust.
- The school's self-evaluation of its strengths are accurate, is driven by evidence and this in turn drives a clear action plan for improvement. There are clear levels of accountability and responsibility at all levels.
- Leaders have established a highly effective chaplaincy team, who help the school to continually improve and develop the Catholic Life. Pupils and their families appreciate and can participate in the Catholic Life of the school. Parents enjoy the regular opportunities they have to be part of the Catholic Life of the school through liturgies and class prayer sessions.
- Leaders have implemented and adapted the diocesan policy on induction for staff new to Catholic education

so that they have support and direction as to their role in a Catholic school. 'Stepping Stones' is used to spiritually form and guide the staff. This support and development is greatly appreciated and valued by staff.

COLLECTIVE WORSHIP

THE QUALITY OF COLLECTIVE WORSHIP

2

- How well pupils respond to and participate in the school's Collective Worship.
- The quality of provision for Collective Worship.
- How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

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How well pupils respond to and participate in the school's Collective Worship is good.

- The pupils in the school enjoy Acts of Worship and respond with enthusiasm across the school. Class Collective Worship happens regularly and there is clear evidence of pupils evaluating and responding to the Worship. Pupils generally evaluate Worship in a formulaic sense as oppose to a reflective and spiritual sense.
- Pupils act with reverence and engage fully in Acts of Worship and prayer. The oldest pupils responded deeply and thoughtfully during a personal prayer session. They were respectful, considerate and worked with maturity completing their own prayer journals.
- The chaplaincy team provide thoughtful and engaging experiences to the pupils linked to the Church's year. These are valued by pupils and staff alike. They provide moments for the pupils to reflect, be still and to contemplate God's word and calling. Chaplaincy co-ordinators lead and guide pupils so they grow in their own confidence and in their leadership.
- In the early years pupils embrace Worship with a sense of joy and sing with enthusiasm. They consider the word of God and what it means to them at an age appropriate level. Staff encourage the pupils sensitively to share and verbalise their ideas and support them with readings and prayers.
- Every classroom has a well prepared sacred space and this is used as a focal point for their class liturgies, Acts of Worship and prayer. The vast majority of pupils clearly value and take full part in prayer and liturgy.
- Pupils are involved in planning and leading Collective Worship whilst younger pupils focus on preparing the 'Gather' part of their Collective Worship. They set up the focal point for Collective Worship in the classroom for their classmates and have learnt how to greet the Word appropriately.

The quality of provision for Collective Worship is good.

- Collective Worship has been planned effectively so that has a clear theme and is linked to what is happening in school and in the Church's year. Leaders ensure that pupils have good experiences of the liturgical life of the Church. Collective Worship is central to the life of the school. The school tries hard to involve parents over the year at whole-school events and during class Worship.
- The highly effective leadership team have a clear vision for Worship and prayer life and they drive the school to improve opportunities for pupils and staff.
- All staff have benefited from support and guidance as to the what Collective Worship is and they have been given professional support to ensure it has improved in quality. Staff have skills and confidence to

lead in Worship and to develop pupil leadership of Worship. In some Acts of Worship with less confident and less experienced staff it can be formulaic and lacks spiritual depth and reflection. Where staff are more confident, they are leading deeper moments of worship and reflection and the pupils show deep and thoughtful contributions. Pupils value the thoughts of others and respect their peers' words and thoughts

- The chaplaincy team provide invaluable support and guidance to the school in the development of Collective Worship and this is valued by the staff. They lead by example and model highly effective practice.
- Pupils are encouraged to find their own voice during Worship and to share and value the theme of the worship. Additional adults are used highly effectively to support and guide vulnerable pupils so they feel included and valued. They do this with some considerable skill and sensitivity.
- The parish sacramental programmes are valued by the Academy Trust and it celebrates and promotes these important programmes by hosting days for all pupils across the Trust to come together to share their experiences.
- Worship and prayer is enhanced in the use of the outdoor prayer space and this is respected and valued by the pupils. The school has ensured that creative prayer spaces exist around the school and these are valued and used by the pupils. Pupils enjoy 'working ' in the chapel: they go in readily to pray, reflect and they speak positively about their 'Godly Play' sessions.

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship is good.

- Leaders in the school value the provision of Collective Worship and they have worked with a clear purpose to ensure that standards have improved over time. Collective Worship is continually developing as the leaders of the school work in partnership with the chaplaincy team to ensure that it evolves and develops continuously to meet the needs of the pupils.
- The quality of provision is greatly enhanced because staff receive highly effective professional development, both via the Diocese and collaborative work across the Trust. This professional development is continually reviewed for impact.
- New members of staff to the school receive clear guidance and a well-established, highly effective programme of induction ensures they quickly develop. As a result of this, the staff develop appropriate skills and knowledge. Staff feel that their professional development has been clearly worthwhile and that it has benefited them greatly. They talk with enthusiasm about their professional journey and how they could not imagine teaching without Worship and prayer.
- Executive leaders are highly ambitious for the school and they have planned for consistent improvement. Directors challenge the school to improve and they have a clear monitoring schedule to evaluate the life of the school. The systems they employ help them to know their schools well.

RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

2

- How well pupils achieve and enjoy their learning in Religious Education.
- The quality of teaching and assessment in Religious Education.
- How well leaders and managers promote, monitor and evaluate the provision for Religious Education.

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How well pupils achieve and enjoy their learning in Religious Education is good.

- Many pupils have low entry points and the school has many pupils with little or no experience of Church or religion, as well as poor communication and language. For these pupil pupils' progress in RE is at least good, with pupils making progress across all key stages. By the time pupils leave the school they become religiously literate.
- Standards in RE are improving and the outcomes for pupils shows a positive trend with more pupils attaining age related expectations by the time they leave the school. In some areas of the school presentation and pride in work still needs some improvement. Pupils need, especially disadvantaged boys, need to develop greater resilience and have higher expectations of themselves.
- Most pupils work hard in lessons and sustain good levels of focus and concentration. In some classes they rely heavily on constant teacher encouragement and support to remain on task. Teachers provided clear scaffolding and modelling for some pupils to help them achieve and make progress.
- At times, a minority of pupils can lose focus with their work and they needed the intervention of adults to remain on task. This always happened swiftly and is dealt with in a way that brought the pupils back to their learning.
- Older pupils talk openly about how they support each other in school and how they want to achieve and do well. Pupils describe themselves with some sense of pride as having "uniqueness, loyalty and commitment."
- In the most engaging lessons pupils are brought with some skill and fluidity to the main learning with a natural structure, they are supported with clear models and examples. In these lessons the pupils are engaged and they remain on task talking clearly about how they will achieve what is expected of them.

The quality of teaching and assessment in Religious Education is good.

- There are affirming and supportive relationships between staff and pupils. Adults in the school are committed to helping pupils learn and make progress. Skilled support staff are used very effectively to support the pupils' learning.
- Teaching in the school is mostly good with lessons clearly structured and focused on the driver words for RE. Expectations are made clear to the pupils and staff work hard to build on some creative contexts and offer scaffolding and support.

- Vulnerable pupils and pupils with complex needs were supported with skill and sensitivity in lessons. They were always included and their work and their contribution was clearly valued. In upper key stage 2, adults, who were supporting these pupils, clearly had established excellent relationships with their pupils. They guided and supported them, without taking over the learning. As a result, these children pupils made excellent progress within lessons.
- Teachers work hard to create creative contexts to the learning and when this is done well the pupils are highly engaged. Teaching and learning has clearly benefited from a whole school approach and highly effective professional development.
- Marking does not always focus on the standard of written work produced and offer clear expectations to the pupils.
- In the stronger lessons the pace of the lesson is intuitive, and it proceeds to the main learning without unnecessary delay, as a result, pupils are more focused, and they are clearer as to the expectations of the teacher and as a result are more engaged in their learning. In some lessons, there was too much delay in getting to the main learning and this gave little time for the teacher to model and focus the pupils.
- In the early years, teachers know their pupils well and they are responsive to their needs. They constantly reinforce the main teaching point in engaging ways and structure learning and activities to generate interest and enthusiasm from the pupils. There is constant, appropriate repetition and reinforcement of the key language needed and the main teaching points to help pupils understand what they are doing and to give it appropriate context. Even with this, some pupils with very low language skills, relied heavily on the teacher to help them express some understanding and they had to recap the learning constantly. Resources here are extremely well used and demonstrated and modelled to make the learning as clear as possible. The pupils were guided through their learning skilfully and with empathetic support.
- The 'Nurture Hub' is used as a base to support pupils with complex needs and with some emotional difficulties. Staff here understand the needs of the pupils and provide a positive space for the pupils to learn and receive the support they need.

How well leaders and managers promote, monitor and evaluate the provision for Religious Education is good.

- Leaders have ensured that the school's RE curriculum meets the requirements of the Bishops' Conference and that more than 10% of curriculum time is dedicated to the teaching of RE in each Key Stage.
- Directors challenge the head of school and executive head on all aspects of school improvement and self-evaluation, including RE, and take a supportive and challenging role in developments within RE.
- RE is monitored across the whole of the school, and for individual teachers. Both practice in the classroom and outcomes for pupils, are monitored and action has been taken when necessary. Pupil progress meetings clearly identify vulnerable groups so appropriate action can be taken.
- The subject is well-resourced and has parity with other core subjects including the time given to staff development and training. This has been particularly necessary in the last twelve months and has been effective in supporting a number of inexperienced teachers and those new to Catholic education.

SUMMARY OF INSPECTION JUDGEMENTS

HOW EFFECTIVE THE SCHOOL IS IN PROVIDING CATHOLIC EDUCATION:**2****CATHOLIC LIFE:****2**

The extent to which pupils contribute to and benefit from the Catholic Life of the school.

2

The quality of provision for the Catholic Life of the school.

2

How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

2

COLLECTIVE WORSHIP:**2**

How well pupils respond to and participate in the school's Collective Worship.

2

The quality of provision for Collective Worship.

2

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

2

RELIGIOUS EDUCATION:**2**

How well pupils achieve and enjoy their learning in Religious Education.

2

The quality of teaching and assessment in Religious Education.

2

How well leaders and managers monitor and evaluate the provision for Religious Education.

2

School details

School name	St. Richard's Voluntary Catholic Academy
Unique reference number	141649
Local authority	Kingston upon Hull
This Inspection Report is produced for the Rt Reverend Terence Draine the Bishop of Middlesbrough under canon 806 of Canon Law. For voluntary aided schools it also fulfils the responsibility the governing body has to inspect the school under s48 of the Education Act 2005	
Chair of Chair of Board of Directors	Mr. Peter Fearnley
Choose School Leadership Type	Karen Siedle Executive Head, Catherine Coldham (Head of School), Ged Fitzpatrick CEO
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