

DIOCESE OF MIDDLESBROUGH

Inspection of Religious Education
Collective Worship
and
The Catholic Life of the School



School: Endsleigh Holy Child Academy

Address: Inglemere Ave
Hull
HU6 7TE

URN: 140905

Executive Headteacher: Mrs. Michelle Ryan
Head of School: Mrs. Lucy Windeler

Chair: Mr. Peter Fearnley

Date of Inspection: 20 and 21 June 2018

Inspector: Mrs. Margaret Swinhoe Lead inspector
Mrs. Elizabeth King Team inspector

Date & Grade of Last Inspection: 10 December 2012 **Grade:** 2

Overall Grade for this Inspection: 2

A Report from:
The Diocese of Middlesbrough Schools' Service
Section 48 Inspection Team
50a The Avenue
Linthorpe
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INTRODUCTION

This inspection was carried out under Section 48 of the Education Act 2005.

The report of the inspection is produced for the Bishop of Middlesbrough (Code of Canon Law 804 and 806) and for the governors of the school. The Inspection reviews, evaluates and plans further improvements in the school's witness to the Catholic faith and Curriculum Religious Education. This process begins with the school's own self-evaluation. The Inspection schedule follows criteria set by the National Board of Religious Inspectors and Advisers.

What Inspection Grades mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding Catholic school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a Catholic school. A school that is good is serving its pupils well.
Grade 3	Requires Improvement	These features, though of adequate quality, require improvement to be good.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate Catholic school needs to make significant improvement in order to meet the needs of its pupils.

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INFORMATION ABOUT THE SCHOOL

Endsleigh Holy Child Academy is a larger-than average primary school situated in the city of Hull. The school, along with all the other Catholic primary schools in Hull, has undergone huge strategic changes over the last two years. This has resulted in the creation of one Catholic academy, St. Cuthbert's Academy Trust, which encompasses all of the Catholic schools in Hull. St Cuthbert's Academy Trust includes the seven primary schools and St. Mary's College. The principle of the college is also the Chief Educating Officer (CEO) of St. Cuthbert's academy Trust. The leadership structure includes a Chief Operating Officer (COO) for primary schools and two executive head-teachers with responsibility for a group of three and four primary schools each. Each school has a head-of-school, who operates beneath the executive head teacher and is responsible for the school on a daily basis. Bespoke training and procedures are in place across all of the primary schools in the Trust. The governing bodies have been replaced by cluster leads, and the schools are divided into three clusters, with cluster leads reporting back to the Board of Directors which is responsible for all of the schools.

The pupil admission number (PAN) in Endsleigh Holy Child academy is 40, which means that a number of classes contain mixed-year groups because the number of pupils allowed in Early Years Foundation Stage (EYFS) and key stage one classes is 30. The main electoral ward served by the school is the University of Kingston-Upon-Hull. The level of deprivation at the school is considerably lower than the local authority average. 29.8% of households are categorised within 10% of the most deprived households nationally.

Endsleigh Holy Child academy holds several charter marks, including: Healthy schools; Eco School; 'Global Schools' level 1 and School Sports Games Awards bronze level.

INFORMATION ABOUT THE INSPECTION

Inspectors saw:

- 8 lessons
- continuous provision in Early Years Foundation Stage (EYFS)
- a wide range of documentation including school-improvement plans, Religious Education (RE) development and action plans,
- attainment data and tracking, class progress sheets
- scrutiny of pupils' work-books and floor books from EYFS
- classroom - based Acts of Collective Worship
- whole-school Act of Collective Worship lead by head-of-school
- whole-school Act of Collective Worship lead by lay chaplain/chaplaincy co-ordinator
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Inspectors met with:

Parish Priest, parents, COO, CEO, RE subject leader, head of school; executive head; cluster chair and board director; lay chaplain

Inspectors met with:

pupils from a wide-range of groups: Minnie-Vinnies; liturgy group; school ambassadors; chaplaincy group; school ambassadors

Pupil Catchment:

Number of pupils on roll: 334

Planned Admission Number of Pupils: 40

Percentage of pupils baptised RC: 66.46%

Percentage of pupils from other Christian Denominations: 22.25%

Percentage of pupils from other World Faiths: 2.39%

Percentage of pupils with no religious affiliation: 8.98%

Percentage of pupils with special needs: 8.6%

Teaching Staff:

Full-time Teachers: 11

Part-time Teachers: 1

Percentage of Catholic Teachers: 42

Support Staff:

Full-time Classroom Support Staff: 10

Part-time Classroom Support Staff: 11

Percentage of Catholic Classroom Support Staff: 35

Percentage of teachers with CCRS: 9%

Percentage of learning time given to R.E:

10% in all key stages

Parishes served by the School:

Endsleigh Holy Child academy is part of the parishes of Our Lady of Lourdes and St. Peter Chanel (Marist) and St. Anthony's.

1. OVERALL EFFECTIVENESS

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MAIN FINDINGS

Endsleigh Holy Child is a good school with many outstanding features. A striking feature is the harmonious atmosphere which pervades the whole school. The school offers a welcoming, attractive environment, with displays of pupils' current work and their achievements given a high priority. The partnership work with a school in Sierra Leone takes great pride of place, and pupils know that their fund-raising has made a real difference to pupils' education there. Pupils also understand that in helping others they are showing God's love for one another. Pupils say they feel and safe and happy in school. Pupils are involved in a wide-range of initiatives which they evidently enjoy and are eager to talk about. This includes 'Minnie Vinnies', liturgy group, chaplaincy group, schools council, and ambassadors, all of whom have had a very positive impact on the life of the school. Developing pupil leadership is a feature of the school and pupils are eager to take on these roles. A range of extra-curricular activities are offered and are well attended. Behaviour in all areas of the school is very good and is based upon the school's mission statement and a respect for every individual. Consequently, pupils are calm and relaxed in their daily activities. Parents hold the school in high regard, although there have been concerns in the past over the changes to leadership and structure.

The senior leadership team is exceptionally strong and is driven by the school's mission statement, 'working through Christ to inspire, learn, achieve and grow'. This is led on a daily basis by the head of school, who shows an unqualified commitment to the mission of the Church in education from which she draws a calm authority and determination. This, combined with the experience and drive of the executive headteacher and Chief Operating Officer (COO), plus a skilled subject leader, makes for an irrepressible leadership team. There is an evident respect between pupils and adults throughout the school. The Catholic Life of the school is outstanding because its positive impact is all-pervasive. Leaders are determined that pupils will be given every opportunity to experience the highest quality education in every aspect of their academic, spiritual, social, physical and emotional development. Firm foundations have been laid for this to be achieved.

Standards of attainment in RE are good overall and pupils generally make good progress. Pupils enjoy their RE lessons, especially when they see links with their own lives or with local and national events. Teachers' planning is well targeted. Marking is regular and meaningful. Teaching overall is good with some of it being outstanding. The school's journey towards academic excellence in RE has not yet been achieved because assessment, teaching and some discreet skills such as hand-writing and presentation, are not consistently outstanding across the school.

Collective Worship at Endsleigh Holy Child is outstanding. Prayer is recognised as being central to the life of the school community. The chaplaincy co-ordinator guides, leads and inspires with sensitivity and imagination. Acts of Collective Worship are joyous and meaningful and all adults participate through hymn singing and actions, which encourages a real sense of unity. Pupils' singing is exemplary and visibly lifts the spirits of all. Pupil leadership, which includes preparation, planning and evaluating, of Collective Worship is now a fundamental part of school-life in every class. Pupils show maturity and confidence. Pupil leaders can articulate clearly what they are doing and what they would like to do next and do so with great commitment

What the school needs to do to improve further:

Continue to develop the use of imaginative and creative opportunities to further enhance the Catholic Life and Collective Worship which you provide for your pupils

Consolidate the progress already made in RE by:

- ensuring that there is good and outstanding teaching in every classroom
- embed robust and accurate assessment procedures across the school
- introduce the use of 'progress indicators' in every classroom and train staff in their use for assessment of pupils' work
- ensure that the 'RE Passport' is applied systematically and consistently across the school

2. PUPILS

How good outcomes are for pupils, taking into account variations between groups

The outcomes for pupils at Endsleigh Holy Child academy are outstanding overall. Pupils benefit hugely through their involvement and engagement with the Catholic life of the school. They articulate consistently that they 'all belong to same family'. They understand the distinctive nature of their school and exhibit a great sense of unity. Pupils take full advantage of the many opportunities that are offered to develop and lead the school priorities. These include 'Minnie Vinnies', liturgy group, chaplaincy group, ambassadors and school council. In and out of the classroom, pupils demonstrate eagerness to answer, question, sing, support and participate. They are immensely proud of their school and are patently comfortable with all relationships, pupil to pupil and adult to pupil. This is because high levels of respect are shown to everyone in the school. Behaviour in and out of classrooms demonstrate this respect. The knowledge that 'we can say sorry and start again' gives great confidence to the pupils.

Standards at the end of each key stage are broadly average, with some pockets of outstanding attainment. Progress is good overall, with no underperformance seen in any group, including for pupils with additional needs. Pupil progress meetings are held on a regular basis and are used to support further learning. Pupils are encouraged to reflect on meaning through discussion and striving to link learning with their own lives or the lives of others. Pupils work diligently and with a mature concentration, especially in upper key stage two. Pupils evidently want to do their best and books are marked regularly, and have impact in most classes. Feedback is regular, but the quality of feedback lacks consistency across the school. Pupils say they are not worried about giving a 'wrong' answer, as they know that they 'have tried to have a good reason for their answer and that no-one will laugh at them'. Attitudes and behaviours for learning across the school are extremely good. Pupils know what is expected of them and respond very well.

Pupils' response to whole-school Collective Worship is uplifting for everyone present. Pupils are able to link familiar hymns to passages from scripture, with Christian traditions and with events in their lives, age appropriately. Pupils' singing of hymns and the Gospel acclamation is heartfelt and utterly joyful, whether in whole-school or class Acts of Collective Worship. All pupils, from the youngest to the oldest, participate with enthusiasm. The result is that singing, especially whole-school, is of the highest quality. Pupils recognise that their Acts of Collective Worship links with the parts of the Mass. They are familiar with welcome, silence, listening and in taking their mission out into school and home. Pupil-led Acts of Collective Worship are well embedded in every classroom, but are not always developed sufficiently to engage all pupils. Collective Worship is monitored by the liturgy group. Peer-evaluation is fully in place and becoming more purposeful. Pupils' evaluation has resulted in the more regular use of drama and role-play in Collective Worship. This has made the scripture reading more meaningful to the pupils. Pupils are invited to 'Remember to take time to pray' by posters at various points in the corridor and outside in the prayer-space – and they do. The liturgy and chaplaincy groups understand their roles and take great pride in fulfilling their duties. They monitor the sacred spaces throughout school and in the playground and ensure that all classrooms are following the Church's liturgical year. They talk eagerly about the recently introduced May procession and 'Be Spirited' day. They take the weekly 'Statements to Live by' to every class, to the kitchen, hall, staff-room and check that they are sent home and to church. They have charge of the weekly Rosary, which is very well attended. Class Masses take place on a weekly rota and pupils enthusiastically prepare and lead the welcome, bidding prayers, offertory procession and hymns for their own class Mass. Year six prepare their own reflection day, with some adult guidance. They also prepare their own leaver's Mass.

<ul style="list-style-type: none"> • The extent to which pupils contribute to and benefit from the Catholic life of the school 	1
<ul style="list-style-type: none"> • How well pupils achieve and enjoy their learning in Religious Education 	2
<ul style="list-style-type: none"> • How well do pupils respond to and participate in the school's Collective Worship 	1

3. PROVISION

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How effective the provision is for Catholic education

Teaching overall is good at Endsleigh Holy Child, with some outstanding teaching seen. In the best lessons, teachers ensure that pupils are focused, alert, responsive and engaged. In these classes, questioning is incisive and has depth, age-appropriate depth thus giving pupils’ opportunities to think and to reason. In all classes, teachers’ management of pupils’ group and paired working was highly effective. Pupils work hard. In the very best lesson, pupils moved between groups and activities without ‘missing a beat’ and pupils were evidently well used to this method of working. These seamless changes of direction and activities, within a clearly focused lesson, resulted in enthusiastic dialogue and maintained momentum of learning. Where teaching was less than outstanding, pace was slower and pupils’ responses more laboured. Assessments are regular and systematic, but not always accurate. Moderation across the school and the Trust is in place but does not always have sufficient impact to raise attainment. Support for improving teaching is given on a regular basis, and peer-to-peer support is an important part of improving teaching.

Pastoral care is given high priority and school demonstrates its commitment to inclusion through small-group and individual support, as well as differentiated activities and objectives. Consequently, progress is good across all groups. Pupils are aware that some members of the school community often display unusual traits but there is no sense of anyone being different. As one pupil commented, ‘We are all special and all belong to the same family’

There are many and varied clubs and extra-curricular activities, which are very much enjoyed by a large numbers of pupils. The Sion mission Team, St. Patrick’s mission team and CAFOD Outreach have all been welcome into the school, bringing enthusiastic teaching and a variety of creative activities. Termly homework activities organised at Trust level are very much enjoyed and are imaginatively planned, and displayed with pride. Vocational development is understood to be trying to ‘become the person Jesus wants me to be’.

The parish priest is a regular visitor to the school and cherished member of the school community. Pupils’ weekly attendance at Mass is a real source of joy for the parishioners and they look forward to the pupils’ attendance at these Masses. Collective Worship is central to the life of the school. Staff pray together regularly, as do staff and pupils. Liturgical celebrations are planned for with imagination. Activities and liturgies in Advent, Lent, Easter-time and November, are remembered vividly by the pupils. The chaplaincy co-ordinator, liturgy and chaplaincy groups work together to bring ideas and activities which pupils will enjoy and find meaning in. The pupils’ spiritual formation has a high priority. The chaplaincy co-ordinator leads and guides with great skill and is supported by a team within the Trust schools who meet together regularly to plan together for Collective Worship in all of the Trust schools.

• The quality of teaching and how purposeful learning is in Religious Education	2
• The extent to which the Religious Education curriculum promotes pupils’ learning	2
• The quality of Collective Worship provided by the school	1

4. LEADERS, MANAGERS AND GOVERNORS

How effective leaders, managers and governors are in developing the Catholic life of the school

There is an unqualified commitment to the Church's mission in education at every level of the leadership at Endsleigh Holy Child academy. This leadership includes the lay-chaplain, subject leader, head of school, executive headteacher, COO and CEO of St. Cuthbert's Trust. Leaders' commitment energises everyone and is the motivation for the whole work of the school. The improvements within the school, in Catholic Life and Collective Worship particularly, since its last inspection, have been remarkable. Leaders' commitment is demonstrated in the quality of: relationships; learning environment; prayer-spaces in the play-ground; the prayer-room; resources, pupils' behaviour; attitudes of all adults and pupils. There is an ease of communication between senior leaders at Endsleigh Holy Child because they have common, stated, agreed aims. Leaders have a Trust-wide statement of non-negotiables in which all staff are trained and which staff accept and respond to well. Leaders' aim is to ensure that every pupil will be given the best opportunities to develop as individuals into the person that God wants them and made them, to be. Therefore all aspects of every pupil's academic, spiritual, social, emotional, and physical development is of the highest concern to them. They endeavour, on a daily basis, to live out the school's mission statement where pupils will 'inspire, learn, achieve and grow in Christ'. The chaplaincy co-ordinator, works within a group of chaplaincy co-ordinators across the Trust to plan and share ideas between schools. The drive and charisma of the chaplaincy co-ordinator inspires the pupils and gives confidence to many of their initiatives. Senior leaders have monitored, analysed and planned to ensure that firm foundations are laid in the Catholic Life of the school. All leaders believe that this strong foundation is essential for pupils' skills and knowledge to be built upon and are confident and determined that this will happen. They have an awareness of themselves and a realistic recognition of the position of the school on its' journey towards excellence'. Catholic Life and Collective Worship are monitored formally on an annual basis, but evaluations take place after all events, celebrations, and class Acts of Worship. This practice is mimicked by the pupils so that improvements are dynamic. Evaluations show how Acts of Collective Worship and any activities related to the Catholic Life of the school could be made more meaningful and enjoyable through more imaginative activities. Staff therefore have trained pupils to include simple dramatization to help understand the scriptures. Leaders implement new ideas and are not afraid if things do not go exactly to plan. Because they recognise that they are 'on a journey'. They are determined that they will fulfil their aims, and acknowledge that difficulties will arise but have shown resilience to continue. Continued professional development (CPD), including induction for all staff, especially those without a background in the Catholic faith, is well embedded. All staff are included in any professional development. They attend diocesan training and the programme for all Trust schools. The Catholic 'Stepping Stones', is currently being undertaken by all members of staff, including teaching assistants, over a two-year period. This CPD is a major force in uniting all staff in their understanding of the purpose of Endsleigh Holy Child, the Trust and the goals that leaders aspire to.

Monitoring, planning and implementing improvements in the RE is central to the leadership plan for the pupils' achievements and progress. RE is given the same rigour of attention as English and Maths, but is recognised as 'the core of the core' and as such RE is included in other subject development plans as well as having a focused RE subject-specific plan. Data collection, assessments, lesson observations, work scrutiny, learning walks etc. are undertaken systematically in order to improve teaching and learning in RE. Leaders are unflinching in their focus on implementing and monitoring the impact of those improvements. The recent changes to the leadership structure across the Catholic schools in Hull means

that there is a chain of scrutiny, ultimately reaching the Board of Directors of St. Cuthbert's Trust. An RE 'Passport' has been introduced recently, for every pupil, where progress and attainment can be seen at a glance. This system is in its early stages and is not consistently applied across the school. Diocesan 'progress indicators' are being piloted in the year one and two classes and are proving to be highly effective when robustly applied. School analysis shows inconsistencies in assessment of pupils' work and inspection findings support this. All leaders work tirelessly together and this is resulting in continually improving academic outcomes and quality of teaching and learning in RE.

<ul style="list-style-type: none"> • How well leaders, managers and governors promote, monitor and evaluate the provision for the Catholic life of the school, including collective worship, and plan improvement to outcomes for pupils 	1
<ul style="list-style-type: none"> • How well leaders, managers and governors monitor and evaluate the provision for Religious Education and plan for improvement to outcomes for pupils 	1