

Catholic Schools Inspectorate inspection report for

Endsleigh Holy Child Primary School

URN:140905

Carried out on behalf of the Right Rev. Terence Patrick Draine, Bishop of Middlesbrough on:

Date:11 & 12 October 2023

Overall effectiveness

The overall quality of Catholic education provided by the school.....

1

Catholic life and mission (p.3)

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.....

1

Religious education (p.5)

The quality of curriculum religious education.....

1

Collective worship (p.7)

The quality and range of liturgy and prayer provided by the school.....

1

The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference

✓

The school is fully compliant with all requirements of the diocesan bishop

✓

The school has responded to the areas for improvement from the last inspection

Fully

Summary of key findings

What the school does well

The mission and values of the school are clearly known, lived out and valued by members of its community. This is made clear through the actions of all.

Vulnerable children are supported sensitively and with dignity by caring adults so they are fully included in all aspects of school life.

Pupils within the school begin their journey being formed in what prayer means and learn how to pray. They leave as respectful, caring and prayerful pupils who carry themselves with dignity and respect themselves and others.

The school clearly benefits from the strategic direction and vision of St Cuthbert's Roman Catholic Academy Trust. This permeates throughout the school and into its work to support and engage with parish life.

What the school needs to improve:

- Ensure pupils can articulate, respond to and live out the Church's commitment to Catholic Social Teaching and the care of our common home - Laudato Si.
- Ensure the consistency of skilful questioning to engage pupils and maximise learning for all.
- Develop opportunities for varying forms of worship and prayer to enable pupils to experience a greater sense of awe and wonder and further develop their spirituality.

Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade:.....

1

Pupil outcomes

The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

1

Provision

The quality of provision for the Catholic life and mission of the school

1

Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school

1

The executive headteacher, supported by the leadership team, drives the school so that at its core it remains true to its Catholic mission. They work to ensure that this, above all else, is the essence of the school. This is evident in the vibrant displays across the school and in the living witness demonstrated by all staff. The core values they seek to embed within school life: Excellence, Harmony and Compassion are articulated by the pupils as to what these values mean and how they try to live them out. Endsleigh Holy Child is a warm and welcoming Catholic school. Pupils are proud to belong to this school and embrace their mission, 'Working through Christ to inspire, learn, achieve and grow.' Pupils show a deep respect for themselves and others, knowing that they live out the school mission. Behaviour around school, in lessons and in play gives testament to this. Pupils express their mission articulately and can give religiously literate responses to the reasons for their being: 'Jesus sacrificed his life for us so we try to make sacrifices for others.' The welcome of the school, and the inclusivity, is manifested by adults in their relationships with each other, towards pupils and to the wider school and parish community. Pupils are keen to join the various groups available to them including Mini-Vinnies and junior chaplains. Pupils speak with pride about their roles and how they contribute to the Catholic life of the school.

Parents speak positively about the school and its impact on the values they help develop within the pupils. They believe that the children are taught morals and Christian values and that these are experienced through the actions and modelling of adults. Parents said that the Catholic identity of the school is very visible and 'is a way of being for the school.' They speak with pride about the inclusivity of the school for all pupils

All members of the school community embrace the school mission and live this out faithfully in the care, welcome and commitment shown by all and to all. Staff are strong role models for the pupils.

This is demonstrated in their relationships with each other and the care they clearly demonstrate to the pupils, including the most vulnerable. Chaplaincy provision is strong and is held in high regard by both staff and pupils. The liturgical year is embraced by the school and provides the focal point of provision. Pupils at an early age begin to understand the church's year and the symbols of the Catholic faith and this is skilfully modelled and led by adults. Chaplaincy provides opportunities for pupils to grow in faith and is valued. It gives witness to the school's commitment to the spiritual and moral development of all. Provision for Relationships and Sex Education is well planned, fully meeting the diocesan requirements. The principles of Catholic social teaching have been introduced by the school and work has already taken place to engage pupils in leadership in this area, however pupils are not strong in the articulation of this yet. The school and the pupils respond to local and national needs and support local food banks and CAFOD and they see this as living out the mission of the school. Parish links are strong and the school strives to be of partnership and service to the parish community. Children attend Mass regularly within the parish and the pupils have a sense of belonging to a faith community. The trust has a clear vision as to how the school will work within the parish and this clearly lived out by the school and promoted by leaders.

Leaders give the highest priority to the Catholic identity and mission of the school. This is strengthened by the vision, support and challenge of St Cuthbert's Roman Catholic Academy Trust. They actively promote the Bishop's vision and their commitment to the partnership between home and parish is given the highest value. Leaders, at all levels, are inspirational witnesses to the gospel and the mission of both the church and school. Leaders prioritise Catholic life of the school and this permeates all aspects of school life. Leaders and members of the Trust review and monitor the impact of this. The school works in close partnership and is well supported by the Trust. Leaders have developed an inclusive community in which the gifts and talents of all are valued.

Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....

1

Pupil outcomes

How well pupils achieve and enjoy their learning in religious education.....

1

Provision

The quality of teaching, learning, and assessment in religious education.....

2

Leadership

How well leaders and governors promote, monitor, and evaluate the provision for religious education.....

1

The RE curriculum is clearly embedded and the pupils receive the full entitlement. Pupils produce high quality work in books and take great pride in their work. Pupils make consistently good progress. They have a clear understanding of what they are doing well and what they need to do to improve. They use their knowledge, understanding and skills effectively to reflect spiritually and think ethically. If pupils ever become disengaged, staff are quick to intervene and to support the pupils to bring them back to their learning. There is a clear commitment to supporting vulnerable pupils throughout the school. Adults are intuitive to the needs of vulnerable pupils within lessons and they always support them sensitively and help them achieve. Knowledge is built over time to enable pupils to recall and explain with confidence in lessons. As a result, pupils achieve excellent outcomes in RE, which are comparable with the other core subjects.

Staff are fully committed to the teaching of Religious Education (RE) and its value is clearly demonstrated to pupils. Teachers are secure in their subject knowledge and they demonstrate clear commitment and enthusiasm for the teaching of RE. Well planned tasks help support pupil engagement and to create clear opportunities for pupils to learn. Teachers teach with confidence and they feel they have benefited from professional development, mentoring and support. Questioning is used during lessons to identify what pupils know and understand. Older children consider the importance of commitment and are led skilfully by the teacher to consider this deeply and link this to religious beliefs. Within this lesson the teacher led children's learning on so it moved from limited verbal responses to responses with a higher level of vocabulary and deeper explanation. In a lesson linking promises to the promises made at baptism, the teacher was able to skilfully question the pupils, to build upon prior learning in a sensitive way, to lead

their learning and understanding on. All adults adapt teaching and learning to support children with additional needs and this is carried out with sensitivity and care. The impact of RE on spiritual and moral development of pupils is evident.

Leaders ensure that RE has at least full parity with other core subjects. Leaders at all levels are clear in their vision and expectations within the teaching of RE and they ensure that it matches the expectations within the Religious Education Directory (RED). Trust and school leaders are committed to the ongoing formation and professional development of staff. Early Career Teachers (ECTs) appreciate the support and guidance they receive from both school staff and the wider Trust. They valued the opportunities to collaborate with teachers from other schools and felt it was of benefit to them. There is a programme of development to support all teachers in their roles as Catholic educators. This professional support is from within school and from the Trust. Monitoring, at school level and from the wider Trust, is well thought out and is robust. This is valued by teaching staff as they see it a crucial part of their own development and in improving outcomes for pupils. The RE curriculum is planned to meet the needs of all pupils and attainment and progress is monitored rigorously at both school and Trust level. The RE subject leader is fully committed to the role and is recognised beyond the school, sharing expertise with the wider Trust schools.

Collective worship

The quality and range of liturgy and prayer provided by the school.

Collective worship key judgement grade:.....

1

Pupil outcomes

How well pupils participate in and respond to the school's collective worship

1

Provision

The quality of collective worship provided by the school

2

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship

1

Pupils show a heartfelt response to experiences of prayer and liturgy. They understand a variety of ways of praying, show an excellent knowledge of traditional prayers, and pray reverently. Communal singing is both prayerful and joyful. Pupils are well supported by adults to prepare, plan and lead worship, and undertake liturgical ministries with confidence. They have been taught how to evaluate prayer and liturgy, and recognise ways in which it can be improved. Pupils have an excellent understanding of the liturgical year and how this is celebrated through the prayer life of the school. They value times of prayer and the opportunity to pray the prayers of the Church throughout the liturgical year. Many children chose to pray the Rosary with the chaplain during lunchtime. Younger pupils are developed by skilled staff leading, modelling expectations and enabling pupils to spend time in prayer and reflection. Younger pupils are guided by teachers to build a sacred space with the appropriate liturgical cloth and candles. Children enjoy greeting the gospel through song. All pupils are very familiar with the responses and participate fully. Older pupils are deeply respectful in times of worship and prayer and the routines of prayer and reflection are clearly established. Stronger practice with older pupils leads the pupils into moments of reflection and contemplation and the children are able to have clearly deep moments of personal reflection. This good practice should be developed across the school, providing more spiritual opportunities to create moments of awe and wonder. The most vulnerable of pupils fully participate with dignity and their prayer life is supported by caring adults.

Prayer and liturgy are central to the life of the school. There is a daily pattern of prayer. Scripture is used purposely and is reflected on appropriately. Staff have benefited from quality professional development from the Trust chaplaincy team and greatly value the support they

receive, enabling them to enhance the range of prayer and worship opportunities celebrated. They are clearly aware of the needs of all pupils and they plan carefully how to involve and engage with all pupils. Staff confidently lead in class worship and key stage gatherings and they are confident as they feel they have been given support by leaders to develop. Quality resources are used to good effect to enhance prayer experiences, and music is used to create both prayerful and joyful worship. Prayer spaces reflect the liturgical year and are well resourced to support prayer. The newly created prayer room has been welcomed by the pupils who enjoy the time spent there in prayer. Staff lead prayer and help pupils make links between their prayer life and their daily action. Holy days of obligation and other significant times are central to the life of the school. Opportunities are given for parents to 'stay and pray' and pupils lead these prayerful moments and engage fully in them. Collective Worship has a clear message or mission and reflects relevant themes or liturgical seasons, covers the Church's year and traditional feasts.

Prayer and worship are fundamental to the way that staff and pupils live out the vision of the school and is an important part of school life. The school's policy on prayer and liturgy is clear. It is followed consistently with staff, and in practice, meets the needs of children of all ages and abilities. Leaders have ensured that pupils have the opportunity to celebrate the Eucharist regularly and have an excellent relationship with the parish. The highest priority is given to the professional development of staff. Leaders and the Trust chaplaincy team are highly effective in supporting the wider staff team to plan and lead experiences of prayer. The quality of provision is monitored by leaders and purposeful training is delivered to enhance the experiences provided for the pupils. Staff welcome the support and the training they receive from the leadership team and Trust.

Information about the school

Full name of school	Endsleigh Holy Child Primary School
School unique reference number (URN)	140905
Full postal address of the school	Inglemire Avenue Kingston upon Hull East Yorkshire HU6 7TE
School phone number	01482 853203
Name of head teacher or principal	Angela Spencer – Executive Headteacher
Chair of governing board	David Laws (Chair of SCRCAT)
School Website	https://ehchull.org/
Multi-academy trust or company (if applicable)	St Cuthbert's Roman Catholic Academy Trust
Type of school	Primary
School category	Academy
Age-range of pupils	3 - 11
Trustees	Diocese of Middlesbrough
Gender of pupils	Mixed
Date of last denominational inspection	June 2018
Previous denominational inspection grade	2

The inspection team

Helen Lickess

Lead inspector

Mark Ryan

Team inspector

Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement

