

Inspection of Archbishop Sentamu Academy

1 Bilton Grove, Hull HU9 5YB

Inspection dates: 9 and 10 November 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Good

Leadership and management

Requires improvement

Sixth-form provision

Good

Previous inspection grade

Requires improvement

What is it like to attend this school?

Archbishop Sentamu Academy is a friendly school that pupils are proud to attend. However, the poor behaviour of a small minority of pupils spoils the atmosphere at social times for other pupils. Pupils behave well in lessons; however, some pupils are passive participants in the lessons. The leadership of the school has changed over the last year. These senior leaders have a clear vision for the school. Several new systems to support the school's improvement have been introduced. The policies and curriculum changes are not yet fully embedded. Leaders are aware of this and have plans in place to rectify the situation.

The school is inclusive, and pupils appreciate the support that staff give them. The caring ethos of the school extends beyond the classroom, with clear support structures to help the pupils make the most of their time at the school.

Pupils said that the new behaviour system introduced this year is improving behaviour. Pupils spoke positively to inspectors about the renewed rewards system that is being used to recognise positive attitudes.

Pupils feel safe at the school. They said that they can approach staff if they have worries and staff will help them. One pupil described the school to an inspector by saying, 'It is a nice place to be.' The pupils said that bullying is rare, but if it does happen, staff are very quick to act and deal with it.

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

The new executive principal provides strong direction for the school. She has quickly identified what needs to improve and has introduced new policies and procedures, which are starting to bring about the required change. New staff have been appointed to drive this change. It is too soon to see the impact of this work. Some staff expressed concerns about their workload and pupils' behaviour.

Leaders are clear that the curriculum sits at the heart of the school. Curriculum plans have been developed and refined to reflect the school's values of respect, courage, community and wisdom. The subject curriculum plans identify the knowledge that teachers want pupils to learn over time. Subject leaders have welcomed the support provided by the trust to help them develop the curriculum. However, the delivery of some key curriculum plans is at an early stage.

Teachers use a variety of tasks to check that the pupils have learned the curriculum content. Some teachers use assessment well to address errors and misconceptions. However, there is variability across different subjects. Pupils cannot always recall what they have learned. The school offers a range of subjects for pupils to study, ranging from motor vehicle maintenance to Chinese. Pupils who choose to study motor vehicle maintenance leave the school with industry-recognised qualifications.

Leaders are aware of the local employment context and have considered this when deciding the curriculum offer for pupils.

Reading is prioritised across the school. The school library has been developed and includes a variety of different books that are selected to meet the interests of pupils. Leaders provide tailored support for pupils who struggle with reading. Pupils read in tutor group time. The school provides pupils with access to academic writing in different subject areas.

Leaders have high expectations for behaviour. The introduction of a new policy to support clarity and reinforce positive attitudes is at an early stage. Leaders are working hard to create an environment in which all pupils have better attitudes and also to build on the already improving attendance. Progress has been made in this area, but it is limited. A minority of pupils still disturb the learning and free time of their peers.

Leaders have taken effective action to improve the provision for pupils who need extra support. The assessment of the needs of pupils has been developing. The support for pupils with special educational needs and/or disabilities is improving. Information is shared so that teachers can make adaptations to the curriculum to meet the needs of individual pupils. Ambition and aspirations are high for all pupils.

The school sees pupils as individuals. Leaders offer a strong personal development programme. Although the extra-curricular offer has been affected by the pandemic, staff are beginning to reintroduce a wide range of opportunities. The pupils whom inspectors spoke with talked about making contributions to society. Work on culture, diversity, mental well-being, citizenship and responsibility is included in curriculum plans. Careers guidance is thorough and detailed, which helps pupils to make well-informed decisions about their future. The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.

Leaders have ensured that the curriculum is ambitious and meets the needs of students in the sixth form. Students can choose to study a variety of courses that suit their interests and aspirations. The sixth-form curriculum is coherently planned and delivered. Students in the sixth form benefit from a wide range of opportunities to develop them personally and prepare them for the future. The students are invested in the school and actively support younger pupils. Students described to inspectors how they had volunteered to support lower-school pupils. They went on to tell the inspectors how this had helped them to decide on their own next steps in education.

Governors have a positive working relationship with the school. They have a clear understanding of the school's priorities. The executive principal shares information with governors in a regular and timely manner. This allows them to provide challenge, support and guidance. Governors trust the senior leadership of the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that the safety and welfare of pupils are a priority. The designated safeguarding lead has clear oversight of the systems and processes to protect pupils. Leaders are aware of local safeguarding risks and share information with staff. Safeguarding training is planned and monitored.

Teachers are alert to potential safeguarding concerns and understand clearly how to use the school's systems for referral. The personal, social and health education curriculum is planned so that pupils have an awareness of safeguarding risks.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The new subject curriculums are not fully embedded across the school. This means that the impact of the curriculum policies is not yet known. Leaders should ensure that the curriculum in all subjects is delivered, reviewed and revised if needed to ensure that pupils learn the knowledge that is planned.
- New leadership is making a positive difference. There has been a focus on improving behaviour. The new behaviour policy is not yet achieving the desired improvements in the behaviour of all pupils. Leaders should ensure that all staff have high expectations of acceptable behaviour at all times. This should include supporting all staff to use the behaviour policy consistently.

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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	135598
Local authority	Kingston upon Hull City Council
Inspection number	10200683
Type of school	Secondary comprehensive
School category	Academy converter
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1,446
Of which, number on roll in the sixth form	143
Appropriate authority	Board of trustees
Chair of governing body	Susan Teal
Principal	Helen Dowds (Executive Principal)
Website	https://asa.hslt.academy/
Date of previous inspection	27 and 28 February 2018

Information about this school

- This school is larger than the average-sized secondary school.
- The school is part of the Hope Sentamu Learning Trust.
- The previous principal left the school in August 2021.
- The school uses two alternative provisions, Aspire and Compass, which are part of the Hope Sentamu Learning Trust. The school also uses the Sullivan Centre as an alternative provision.

Information about this inspection

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

This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders, and have taken that into account in their evaluation.

- Inspectors met with the chief executive officer, the executive principal and other members of the senior leadership team, governors, trustees, subject leaders, and the special educational needs coordinator. Inspectors also held meetings with leaders responsible for attendance, behaviour, personal development and careers, and the designated safeguarding lead.

Inspection team

Richard Jones, lead inspector	Her Majesty's Inspector
Lyndsey Brown	Ofsted Inspector
Peter Cole	Ofsted Inspector
Liz Cresswell	Ofsted Inspector
Pritiben Patel	Ofsted Inspector
David Mills	Ofsted Inspector

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