

Inspection of Euler Academy

Saltshouse Road, Hull HU8 9HJ

Inspection dates:	22 and 23 October 2024
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The principal of this school is Laura Harkin. This school is part of Venn Academy 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), Simon Witham, and overseen by a board of trustees, chaired by Terry Johnson. There is also an executive headteacher, Nicola Witham, who is responsible for this school and two others.

What is it like to attend this school?

Pupils love learning at this school. Each morning, friendly staff greet children at the door with big smiles. Staff and pupils eat lunch together. They talk and learn during meals. This adds to the exceptional ability pupils have to discuss and converse with others.

The school expects great things from all pupils. Pupils successfully meet these goals. They get better at their work every day. Staff and pupils are proud of what pupils achieve. All pupils in the school have special educational needs and/or disabilities. The school helps each pupil do their best. Some pupils get more help when they need it.

Pupils work hard in class, rising to the challenges set. They listen well and follow their teachers' instructions. Pupils' learning over time ensures that their understanding of different subjects is superb. Pupils go on relevant, carefully thought-out trips to local places and the seaside, which enrich their understanding of the wider world. The school runs many clubs after lessons. All pupils can join these clubs. Pupils can choose activities like chess and music lessons. Interests and skills are enhanced daily for all pupils.

Pupils take pride in their school council. They enjoy helping to decide on school matters such as fundraising activities and the charities the school supports. They know how to stay safe online and look after each other.

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

Lessons build on what pupils already know. Different subjects link together to help pupils learn. For example, when pupils learn about Egypt in history, they also learn about the geography of the river Nile. Teachers check if pupils understand their work. Teachers quickly give extra help when pupils need it. This is highly effective in helping the pupils grasp concepts and apply them accurately. In the different curriculum areas, pupils learn to use new words with precision in their work, for example when writing stories that draw on subject knowledge, such as locations in geography and different periods in history. Reading is particularly important at this school. Teachers are attentive to the personalised support pupils need to help them learn to read. Some pupils get extra help with reading. This helps them keep up with their classmates.

Teachers help every pupil do their best. The staff know pupils' needs extremely well. Staff help pupils develop their language and communication skills. This enables pupils to get better at sharing their thoughts. The classrooms are carefully designed to support the diverse needs of pupils. Displays are linked to learning and are accessible to all pupils in school. This supports the pupils to make rapid and secure progress through the curriculum.

The behaviour of pupils improves over time. This enables pupils to succeed in their education. Disruptions to learning are minimal. Pupils' attendance has improved over time. Pupils get awards for coming to school every week. The school makes swift contact with parents if pupils are not in school. The school helps pupils who find it hard to come

to school by providing support with transport and providing early drop-off times to help families in the morning. Many pupils now come to school more often.

The school offers many extra-curricular activities. Pupils are proud to represent the school in sports fixtures and science fairs. The school helps pupils develop life skills through engaging with other schools and community groups. The school has a growing number of pupils who access sporting clubs within the community.

The school celebrates various festivals throughout the year. This helps pupils to appreciate modern society's diverse beliefs. The school teaches pupils about relationships and how to stay healthy. Staff receive training to teach these topics so that they are adapted to different pupils' individual learning needs. The school helps pupils get ready for their next steps in life. There is a consistent focus on independence skills. This helps improve pupils' confidence and self-belief. Pupils are excited to learn and look to the future with enthusiasm. Links with secondary schools are strong.

The school makes sure every pupil gets an outstanding education. The school checks that teaching is of a high quality. The school helps staff learn new skills. The school makes sure the workload is manageable for teachers. The school works with families and local people. The school has a close relationship with the local care home. Pupils make birthday cards when someone at the care home turns 100 years old. This helps to build the pupils' awareness of others within the community.

The trustees, governors and school staff all have the same moral purpose, namely providing a caring environment and a high-quality education for the pupils. School leaders get support and challenge from trust leaders.

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	148588
Local authority	Kingston Upon Hull City Council
Inspection number	10297545
Type of school	Alternative provision
School category	Academy free school
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	59
Appropriate authority	Board of trustees
Chair of trust	Terry Johnson
CEO of the trust	Simon Witham
Principal	Laura Harkin
Website	www.euleracademy.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- Euler Academy is part of the Venn Academy Trust.
- The school uses no alternative provision.

Information about this inspection

The inspector(s) 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.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- During the inspection, the inspectors met with the principal and other senior leaders. They met with the trustees and the CEO.
- Inspectors carried out deep dives in the following subjects: reading, mathematics, geography and personal, social and health education (PSHE). They discussed the curriculum design with leaders, visited lessons, looked at pupils' work and spoke to pupils and teachers about the curriculum.
- To evaluate the effectiveness of safeguarding, 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' interest first.
- Inspectors considered the responses to Ofsted's online surveys for pupils and staff. They also reviewed the responses to the online survey for parents, Ofsted Parent View.
- Inspectors considered the views of pupils from meetings with groups of pupils from across the school. Inspectors also spoke to pupils informally about the school.

Inspection team

Richard Jones, lead inspector

His Majesty's Inspector

Angela Spencer-Brooke

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024