



St Charles’ Voluntary Catholic Academy

Norfolk Street, Hull, Hull, HU29AA

School Unique Reference Number: **118048**

Inspection dates:	10 – 11 January 2019
Lead inspector:	Meg Baines
Trainee inspectors:	Katie Whitehead, Kaye Fox

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

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St Charles’ Voluntary Catholic Academy is a good Catholic school because:

- The acting head of school and her staff model a joy of learning and a sincere love of God which permeate the school. There now exists a strong ethos which allows staff and pupils to feel self-assured and sustains them as they work hard. There is a warm and authentic welcome extended to all visitors.
- Good and sometimes outstanding teaching is bringing about good outcomes for pupils in Religious Education (RE) At Early Years Foundation Stage (EYFS) and KS1. Outcomes are not yet good at KS2. The school has set high targets for progress in RE. Teachers and teaching assistants use well established routines and challenging questions which make pupils think deeply about their learning. Pupils respond well and make good progress in lessons and are beginning to make progress over time.
- Pupils’ spiritual, moral, social and cultural development is a strength of the school. The children are proud of their school and are well prepared to become good citizens, embracing a range of charitable giving. The chaplaincy team’s contribution to the Catholic Life of the school is very good. Pupils say they enjoy school and feel safe. Behaviour is excellent.
- Both in and out of the classroom pupils conducted themselves extremely well. In class behaviour for learning is outstanding. Pupils treat adults and each other with respect.
- A well-planned curriculum for RE with appropriate interventions makes a very good contribution to pupils’ learning. In lessons interesting and challenging tasks motivate and engage the pupils well. Highly effective systems to check the quality of teaching and pupils’ progress are thoroughly embedded.
- The Trust provides a comprehensive professional development programme for staff resulting in effective links between the schools, strengthening opportunities for mentoring across the Trust, raising standards in teaching and pupil progress.
- The provision in the EYFS is outstanding. Pupils from a wide range of backgrounds make very good progress as a result of this teaching and outstanding leadership.
- Leaders including the Local Board Cluster have an accurate view of the school. As a result, they have challenged leaders well, leading to great improvements in overall effectiveness of the school.



FULL REPORT

INFORMATION ABOUT THE SCHOOL

- Situated in the city of Hull St Charles' Voluntary Catholic Academy is an average-sized primary school with 212 pupils on roll and a planned admission number of 30. It has a newly refurbished Early Years Foundation Stage department. Improvements in pupil progress and attainment are evident and the behaviour of pupils is excellent. 50% of pupils are baptised Catholics. There are 8 full time members of staff and 2 part time 1 of whom has the Catholic Certificate in Religious Studies (CCRS). The school offers 10% of curriculum time to the Religious Education curriculum.
- St Charles' is now part of the St Cuthbert's Roman Catholic Academy Trust. This development has stabilised a previously shifting staff and leadership team and since September 2018 has provided stability in the life of staff and pupils at the school. Performance and progress are monitored by the Trust and a Local Cluster Board which meets regularly to support and challenge staff.
- The school has a good reputation within the local community and parish for its nurturing and caring ethos reflecting the school's mission and vision, stressing that they believe that everyone is unique, made by God in his image.
- St Charles' has a very strong Catholic ethos and enjoys strong links with the local Catholic Church.
- The school has a higher than average level of deprivation. 86% of households are categorised as being in the top 20% of the most deprived in England, 43% are in the top 5% in England.
- The proportion of pupils with English as an additional language is 76% which is considerably higher than Local Authority and England averages. There are 39 language groups within the school. The largest groups are Polish, Swahili and English.
- The school's Minority Ethnic profile is 78% which exceeds both local authority and England averages.
- There has been a large shift in staffing since the last inspection. The school is now enjoying a stable period where all staff are permanent and supported by the Trust.
- Targets from the previous section 48 inspection have been addressed and largely met. Targets around role of Governors have been superseded by the formation of the trust and newly formed committee of the Board of Directors which carry out the previous role of Governors.
- The school averages 13% of pupils with SEND. The trust has focused on SEND pupils as a headline target in the 2018-19 development plan.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Further improve the quality of teaching and raise attainment in RE by:
 - Embedding effective differentiation strategies.
 - Maximising opportunities with particular reference to Key Stage 2 pupils in order to capitalise on strategies already in place to raise attainment, to match the bold targets the school has set itself.
 - Improve attainment and progress for identified white British boys
 - Defining more clearly attainment targets within objectives for pupils to make sure that they are clear about their own attainment and progress through the levels. Ensuring that pupils are aware of what their next steps should be in order to make progress.
- Develop pupils' leadership and confidence by:
 - Involving them more frequently in planning and delivering Acts of Collective Worship

CATHOLIC LIFE

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.

2

2

2

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

- All pupils at St Charles' have contributed to or have been involved in the creating of the school's Mission Statement. Pupils know how the mission statement relates to them in their own lives. They live out the mission by being involved in the planning of events for charity and in the way they treat each other. They are very well behaved and are kind and caring towards each other. Examples of this caring were seen in the classroom and in Collective Worship and at play over the two days of the inspection.
- The Catholic Life of the school is important to the pupils here. They are aware of their responsibilities as part of a Catholic school. They are very aware of the needs of others, talking with confidence about taking leading roles in activities which demonstrate the Catholic Life of the school such as charitable works. For example "The Woolly Hat Appeal" and the work of the Mini Vinnies. They understand what it means to do service to others in the parish church and local community. Pupils' behaviour is excellent.
- This is a caring school. Evidence of everyday kindnesses was seen, demonstrating that St Charles' school is a caring and inclusive school which provides well for the pupils and staff in its care, ensuring personal support is available if needed. The unobtrusive dissemination of weekly food parcels from the front office is handled brilliantly, preserving the pride and dignity of those in receipt of them. All the school community know who to go to in order to seek help and support. This is an area which is sensitively handled and highly developed.
- Pupils in the Chaplaincy Team review Collective Worship, suggesting ideas, for example inviting parents in more often. The acting head of school meets with all groups to discuss and review the Catholic Life of the school. Her liaison with Executive Headteachers from the Trust has ensured that this is a strength of the school. Outcomes from such meetings include the instigation of class prayer and Worship records, beautifully maintained Sacred Spaces and a large number of age-related icons for classroom use. A newly established Prayer Room acts as a meeting space for Catholic Life teams to gather and share ideas.
- The whole school community has a respectful regard for each-others' faith background and see their multi-racial make-up as a very positive thing. Pupils spoke well about integration in school. The behaviour of pupils throughout the inspection was excellent. They are full of life and alert to the needs of others. They respond well to calls on their time and generosity. Pupils are proud of their religious identity and are confident in expressing their beliefs and cultural identity.

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

- Staff and pupils are committed to the school's mission statement which is revisited every term ensuring that it is at the heart of all that happens at St Charles'.
- The effective chaplaincy team is made up of a chaplaincy co-ordinator and pupils from across the school. It is co-ordinated by the chaplaincy co-ordinator together with the Trust Executive Headteachers and has enjoyed support from the local clergy. The team benefits from being part of the wider Trust by sharing ideas, good practice and joint events.
- This is a happy community. Opportunities abound for developing the Catholic Life within school. This strong sense of community is expressed daily in their prayer and singing which are seen as important parts of worship. The pupils are highly articulate about their faith. In response to the teacher's question, 'Why are we lighting a candle?' the pupils replied, 'Because Jesus is the light of the world'.
- St Charles' is a warm and welcoming place with many visible outward signs of Catholicity. The strong Catholic character of the school can be seen in every classroom, corridor and office. Following an EYFS lesson on the visit of the Magi the children made celebration related items such as party invitations, decorations and they also constructed a crib scene.
- The creation of a dedicated Prayer Room highlights the importance of Catholic Life at St Charles'. The provision of a large range of religious artefacts and resources including bibles in classrooms emphasises this.
- The chaplaincy provided by the school is good and both supports and promotes the Catholic Life of the school. The Chaplaincy team meets together within school and, in concert with the clergy, plans events.
- Strong chaplaincy links within the trust exist. St Cuthbert's Trust has a Chaplaincy Team led by an experienced co-ordinator. The Team comprises of Chaplaincy co-ordinators from each of the eight schools within the Trust
- Strong and effective structures for pastoral support of both pupils and staff are in place. Leaders ensure that all policies are Catholic in nature and reflect the Bishops' Conference and guidance. Pastoral programmes on Relationships and Sex Education (RSE) and Personal, Social and Health Education (PSHE) are in place and taught by class teachers with occasional outside speakers. The school uses "Statements to live by", Wednesday Word and the PSHE curriculum to provide opportunities for moral and spiritual development.

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

- Leaders and managers at St Charles' school are deeply committed to the church's mission in education. The acting head of school was described by her middle managers as 'inspirational'. She has a charisma which reflects her own strong faith. She has a thoughtful and intellectual approach to leadership and leads by example. Her style is reflective following Christ's example to love one another and putting the pupils at the centre of life at St. Charles'. This is proving a very effective management style in a school where it is all about context. Her experience as a class teacher, her non negotiables on behaviour and her desire to make pupils feel safe and loved in order to become strong learners are also proving effective. Since the school joined the Trust staff have responded well to the change in culture and leadership and appreciate being given guidance and support, which allows for personal growth.
- The provision for Catholic Life is given the highest priority. This can be seen in the school's self-evaluation which employs monitoring, analysis and self-challenge and is very focused on the Catholic Life of the school. All staff have been encouraged to access training with the Diocese and the head of school has liaised with other local Catholic primaries in the Trust. The RE co-ordinator along with staff meet regularly with the other co-ordinators in order to moderate their RE work. Her strong leadership is matched by her experience, energy and enthusiasm for her role. The Trust and therefore the school is committed to offering high quality continuous professional development (CPD) both in and out of the school setting. It is a measure of how far

the school has come since the last inspection that staff from St Charles' have taken a lead role in such events. Staff follow a well-planned induction programme for teaching in a Catholic school on joining the school and all, including TAs, follow the Catholic Foundation Stones programme. Both Executive Headteachers within the trust are Section 48 inspectors and share a wealth of experience to their roles and the community of schools in the trust.

- Leaders monitor effectively the Catholic Life of the School and have invested greatly in this area. The school's DSEF (Diocesan self-evaluation document) is an accurate reflection of where the school is in terms of attainment, progress, RE and Catholic Life. It reflects the priority the school gives to Catholic Life.
- Parents spoken to were highly supportive of the school and in a recent parental survey from November 2018 100% of responses indicated that they agree that the school offers a distinctively Catholic education, with 100% either agreeing or strongly agreeing that the school promotes strong partnerships with parents. This reflects the successful strategies the school has for engaging with parents, especially the most vulnerable and those who would not otherwise engage.
- The Trust and the leaders of the school are ambitious for the school. They set high targets and standards for staff and pupils. They Executive Headteachers set challenges for the head of school but are also highly supportive of her and have a visible presence in school. They make a highly significant contribution to the Catholic Life of the school by giving of their time and wealth of expertise and by setting invaluable examples of the highest moral and personal standards.
- The school is outward facing. It is involved in Diocesan initiatives and has attended Diocesan training in 2018.

COLLECTIVE WORSHIP

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.

2

2

2

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

- During acts of Collective Worship pupils respond reverently and sing joyfully. Pupils arrive in the school hall quietly with hands joined ready for prayer. Opportunities are offered for quiet prayer such as was witnessed at lunchtime when a small group of pupils led themselves in saying the Rosary in the school's Prayer Room.
- Pupils are able to lead Acts of Collective Worship and some are given the opportunity to plan. Pupils should be given greater opportunities to offer opportunities to develop confidence. Pupils spoken to described their experience of preparing for Collective Worship and expressed a desire that more of them should be involved in it. Liturgical singing is a timetabled part of the school week and the school employs the 'Wednesday Word' which also goes home to families.
- A detailed chaplaincy plan highlights events, their 'purpose', impact and resources needed. It demonstrates the regularity of Masses said in school, Collective Worship on a small and large scale and celebrations related to the events throughout the church's liturgical year. It also includes details of staff training on Collective Worship which is raising the status of Collective Worship in school.
- Every classroom has a sacred space and focus for their class liturgies and assemblies. Each has a Worship record in the form of a large book where prayer, stories and readings are recorded and available for use throughout the week. These areas are beautifully kept and in each the Bible is the focus. The vast majority of pupils value and take a full part in prayer and liturgy. Those spoken to were able to articulate why they pray and understand what it means to be loved by God. They enjoy their Worship and take many take an active role.
- Staff prayers and reflection was a very moving occasion. Despite only 40% of teachers being Catholic the feeling is that St Charles' is a school with a genuinely prayerful community. Teachers and pupils are aware of the wide variety of faith and cultural backgrounds in school and are inclusive and respectful of them.

The quality of provision for Collective Worship is good.

- Prayer is central to the mission of the school. Pupils pray and when necessary show respectful silence. Acts of Worship are part of the fabric of the school and follow the formula: gather, word, worship and mission as a starting point for worship in school.
- Evidence was seen of the school following the Church's liturgical year. With effective displays in the main hall and corridors to support this. The acting head of school works closely with the Executive Headteachers from the Trust and the chaplaincy co-ordinator to model and lead the programme for Collective Worship. Staff know their pupils well and are working hard to extend further the range of types of Worship on offer and to include greater numbers in the planning and delivery. Confidence is quietly growing amongst the pupil body. An example of this was the lovely solo one pupil performed at the end of our very good Collective Worship session.
- Staff are skilful in planning and leading Worship themselves. In EYFS for example pupils were encouraged to fully participate in the act of Collective Worship by setting up the focal point, bringing out the candle and Bible and by responding extremely well to questions about why we are doing this? The pupils were knowledgeable about the story and this led very well into their RE for the day which focused on celebrations.
- Historically there have been excellent links with the parish, which is closely situated, enabling Collective Worship to be carried out on a grand scale occasionally.
- Parents say they are encouraged to attend school for Acts of Collective Worship. The response from parents to this invitation is very positive. They like being able to come to school and are always made to feel welcome. In a recent survey however one asked for Mass to be celebrated in school. There is a medium sized Prayer Room which is beautifully decorated and offers a quiet prayer space and meeting room. An act of Collective Worship was observed in this space and was very moving and deeply prayerful.

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

- Leaders across the Trust have a deep understanding of how to deliver effective and meaningful Collective Worship, which they bring to the school and share. They also have extensive experience and knowledge of the Church's liturgical year, its seasons and feasts and therefore ensure that seasons, feasts and celebrations are recognised and provide a focus throughout the school year.
- Leaders are eager to keep up to date with pedagogies and innovations regarding the delivery of Collective Worship. They attend training on such and disseminate ideas and make suggestions which are making St Charles' a vibrant place to be.
- Leaders model outstanding practice themselves and are visible during acts of Collective Worship and sometimes take a lead. However they are keen for pupils to plan and deliver Worship as much as possible in a variety of contexts.
- Teachers are encouraged to be creative in their approach and they themselves are skilled in helping pupils to plan and deliver good quality Collective Worship. Pupils now have a good understanding of the purpose of Worship and are familiar with the various forms it can take. Staff and pupils are ably supported by the curriculum lead, the Executive Headteachers, the chaplaincy co-ordinator and the Senior Leadership in ensuring Collective Worship is part of the fabric of St Charles' school.
- Senior leaders themselves have attended the Nurturing Future Leaders programme run by the Diocese. In-house induction and twilight training sessions (Catholic Foundation Stones) highlight what is expected of staff as leaders of Worship and offer support and ideas. The school is now enjoying a period of settled

permanent staffing. Their finely tuned interview process includes non-negotiable questions about whether prospective teachers are committed to and willing to deliver effective Collective Worship in line with Diocesan guidelines.

- Leaders are thorough about moderating and evaluating Collective Worship. They ensure that self-evaluation of Collective Worship is a regular part of the school cycle of evaluations. The acting head of school, the executive headteacher and chaplaincy co-ordinator all report termly to the Board of Directors on this topic. The Trust has played a strong part in the effective embedding of good Collective Worship by challenging and offering opportunities to share good practice and liaison across its eight schools.

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.

2

3

2

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

- Almost all pupils from their varied starting points make good progress over time in RE particularly in EYFS and KS1. Given the context of the school, exceptionally well planned and targeted interventions for pupils with additional needs are ensuring almost all pupils make at least good progress. Pupils are very well supported by staff to enable them to achieve their best. The RE lead collects and analyses assessment data, including those with additional needs and pupils with English as an additional language (EAL) discussing outcomes with staff, SLT and reports to the Trust. Such discussions have led to improvement in practice in some groups. Accurate moderation is not yet fully embedded across the school. The school has identified white British boys as a group for targeting at the time-tabled pupil progress meetings but this group has not yet shown desired progress. Large numbers of EAL pupils 78% of the school population are making progress despite their low starting point. SEND pupils are beginning to make progress, this was seen in books and in lessons.
- Pupils are given the opportunity to develop their oracy skills in RE, therefore their theological literacy is good. They are beginning to show confidence in their own knowledge and understanding which is sound.
- Some pupils are aware of their own progress in RE and know what to do to improve. All approach their work in RE with great enthusiasm. Pupils have an RE Passport in their books which carefully keeps a record of attainment. Almost all pupils questioned to articulate ideas about their work and attainment. A recent questionnaire completed showed that pupils enjoy their RE lessons, stressing that the teachers made the lessons interesting. Pupils spoken to also agreed with this statement. "I enjoy RE because we talk about Jesus' life". Progress was corroborated by scrutiny of books and end of term data.
- Close, weekly monitoring of outcomes by staff and the head of school is evident. The school has set demanding targets for RE and has put interventions in place in order to realise them.
- Behaviour for learning in every lesson observed was outstanding. Pupils are actively engaged in lessons and want to do well. Their work is celebrated, as seen in the 'Awards Assembly' on Friday and therefore they are all keen to do well.

The quality of teaching and assessment in Religious Education requires improvement.

- Teaching of RE at St Charles' is never less than good with some outstanding practice observed. Most teachers are effective and consistent in their planning and delivery of lessons ensuring that pupils' learning is good for some groups and that they make good progress over time. Lessons are appropriate to age and stage and offer stretch, challenge and support where needed.
- Early indications are that the progress seen from September and in the lessons observed will be maintained. This is backed up by an external report commissioned by Chief Operation Officer Secondary who serves on the Board of Directors.
- Good practice is shared across the school and Trust enabling pupils to access a breadth of expertise. Teachers have very good subject knowledge and employ a range of teaching styles and techniques to deliver fresh and often inspiring lessons. The outstanding teaching observed had great pace, focus and had every pupil engaged and motivated to do well and to complete tasks to a good standard.
- Following a recommendation from the last inspection the school now has a very effective marking policy which is age specific and used throughout the school.
- Most pupils know about their progress and in some classes pupils are involved in evaluating how well they have done. Peer comment was used successfully in one particular observed lesson. Attainment grids are in use but not understood by the majority of pupils. Effective differentiation is not fully in place. At its best differentiation provides for pupils with additional needs, largely relying on differentiation by outcome and teaching assistant support. This falls short of enabling all pupils to make the progress expected.
- Teachers used 'Big Questions' and other appropriate questioning to elicit answers which demonstrated pupils' knowledge and understanding of the topic. Teachers use time well to maximise learning. Evidence of progress was seen in lessons and in pupils' books across a period of time.
- Pupils' work is moderated regularly together with the other Catholic primaries in the Trust. Attainment is mostly good, reflecting the high quality of teaching seen during the inspection. The quality of work in books is also good. Staff and pupils work hard on presentation of work which is good. All classrooms have driver words on display and displays in general support learning well. A whole-school drive to ensure attainment targets 1 and 2 are achieved by the end of each key stage is noticeable in the work seen in books and on display in the classroom. In a few cases the moderation and assessment of pupil work did not always match the work seen.
- Progress in lessons was good, especially as many begin from a low starting point and in one class for example where 10 of the pupils were recent refugees progress was identified and pupils were seen to be growing in confidence, knowledge and understanding.
- Staff address the needs of individuals through weekly meetings and discussion with key workers. They engage with pupils on an individual level to discuss their progress. There is a renewed belief in school that all pupils can achieve their very best regardless of background or social status. This is beginning to drive an uplift in outcomes and progress.
- The school benefits from an effective use of a wide range of resources including high quality working environment, use of digital media, artefacts and a variety of teaching pedagogies. In Early Years Foundation Stage (EYFS) skilful recording of activities by support staff was seen as was a range of excellent teaching methods which engaged and inspired the younger pupils.

Teachers celebrate success in the classroom in a variety of ways, using praise and the award system which we saw in action. Winners of this week's 'Gold award' for their excellent work shared hot chocolate with the headteacher during break.

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

- Leaders and the Trust have ensured that the school meets the requirements of the Bishops' Conference and that a minimum of 10% of curriculum time is dedicated to the teaching of RE.
- Leaders at St Charles' and the St Cuthbert's Roman Catholic Academy Trust have ensured that RE has parity with other core subjects in terms of CPD, staffing, accommodation and resources and the school has recently benefitted from investment in this area. It is regarded as a core subject in pupil reports to parents and has a high priority in head of school reports to the Trust.
- RE is given a high priority by the school and it is always the first item in progress meetings and staff meetings. The RE co-ordinator reports regularly to the Senior Leadership Team which in turn reports to the Trust about progress in RE and Catholic Life of the school. Leaders monitor closely the standards in RE and are involved in the Collective Worship, Catholic Life and RE Action Plans. The Trust has ensured that the school's development plan has had a teaching and learning focus. The RE curriculum leader is knowledgeable and passionate and highly respected in the school and Trust community, taking the lead in training sessions. She is an exemplary practitioner and has worked with all teachers to raise the standards of teaching in RE to reach a high level of efficacy.
- Leaders ensure that RE is well planned and delivered through their careful monitoring of teaching and learning and outcomes. They are fully engaged with this aim and informed of current best practice ensuring continued success for pupils in RE.
- Following great success in creating a well behaved engaged school community, a well-defined curriculum with a strong teaching and learning focus, leaders are now focusing on raising attainment in RE for all.
- Leaders take great pride in the status of RE on the curriculum. In the last two years they have brought about a shift in culture at the school which places Christ at the heart of all they do. They have an inspiring vision for the school and have set themselves bold targets.

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.

3

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

2

SCHOOL DETAILS

School name	St Charles' Voluntary Catholic Academy
Unique reference number	118048
Local authority	Kingston Upon Hull
This Inspection Report is produced for the Rt Reverend Terence Drainey 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.	
CEO of St Cuthbert's Roman Catholic Academy Trust.	Mr G Fitzpatrick CEO, Karen Siedle, Executive Headteacher
Acting head teacher	Mrs Angela McGrath
Date of previous school inspection	November 2016
Telephone number	01482326610
Email address	admin@st-charles.hull.sch.uk