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17 February 2011

Miss K Wood
Head of School
All Saints Church of England Voluntary Controlled Infant School, Hessle
Northholme Road
Hessle
HU13 9JD

Dear Miss Wood

**Special measures: monitoring inspection of All Saints Church of England
Voluntary Controlled Infant School, Hessle**

Following my visit to your school on 15 and 16 February 2011, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The inspection was the second monitoring inspection since the school became subject to special measures following the inspection which took place on 1 and 2 March 2010. The full list of the areas for improvement which were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – good

Progress since previous monitoring inspection – good

This letter and monitoring inspection report will be posted on the Ofsted website.

I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Governing Body, and the Director of Children's Services for East Riding of Yorkshire and the Diocese of Hull.

Yours sincerely

Fiona Gowers
Additional inspector



Annex

The areas for improvement identified during the inspection which took place in March 2010

- Raise the attainment and improve the achievement of boys, average and more-able pupils by:
 - rigorously checking the quality of teaching and its impact on learning to improve its effectiveness and ensure consistency
 - raising teachers' expectations of pupils' capabilities
 - giving pupils more opportunities to learn actively and through discovery
 - using assessment and targets effectively to ensure that all pupils are suitably challenged and make progress at a faster rate
 - improving the curriculum so that it engages pupils and inspires them to learn.
- Improve leadership and management by:
 - monitoring and evaluating the work of the school systematically and effectively to drive and secure improvement
 - developing the role of middle leaders by clarifying their roles and responsibilities.
- Improve the provision and consistency of children's learning in the Early Years Foundation Stage by:
 - ensuring that all children have access throughout the day to outdoor learning
 - providing a wide range of indoor and outdoor learning activities to excite children's curiosity and challenge them to think for themselves
 - increasing the opportunities for children to lead their own learning
 - using regular observations and assessments of children's learning to ensure that activities take children's needs and interests into account and help them to make the next steps in their learning
 - collating observations and assessments systematically to provide a clear step-by-step record of each child's development in all areas of learning which can be shared and celebrated with parents and carers.
- Ensure that all safeguarding arrangements are robust and effective systems are used to minimise risk.
- Ensure that pupils' attendance is above 94% by putting into place with immediate effect robust systems to monitor and promote good attendance.

Special measures: monitoring of All Saints Church of England Voluntary Controlled Infant School, Hessele

Report from the second monitoring inspection on 15 and 16 February 2011

Evidence

The inspector observed the school's work, scrutinised documents and pupils' work, met with the executive headteacher, the head of the school, the senior leadership team, a group of subject and year group leaders, pupils, the Chair of the Governing Body and a representative from the local authority.

Context

The school continues to work in collaboration with the junior school on the same site. There has been some staff absence, covered by two teachers on temporary contracts and a part-time teacher on a supply basis. In addition, an assistant headteacher was seconded to the school in November 2010, funded by the local authority. An additional assistant headteacher from the junior school continues to work at the infant school on a part-time basis. An associate headteacher, formerly on the leadership team, has reverted to a role in the junior school. There have been a significant number of changes on the governing body.

Pupils' achievement and the extent to which they enjoy their learning

School leaders have primarily focused on raising attainment in mathematics and writing, because levels of attainment were significantly below average at the time of the last monitoring inspection. The most recent assessments and classroom observations confirm progress in mathematics is accelerating. As a result, most Year 2 pupils are working at the expected level for their age and boys are achieving as well as girls. Previous assessments of pupils' writing have not always been accurate, so do not provide a reliable benchmark for measuring each pupil's progress. Additional staff training and support from senior leaders are helping ensure assessments are becoming more accurate. Pupils' work observed in lessons and in their books shows that the quality and content of their written work is improving, although pupils' handwriting is not always good enough. These gains have been due to improvements in the quality of teaching and learning, the guidance provided by senior leaders and consultant support.

Other relevant pupil outcomes

A calmer and more-nurturing environment is evident throughout school, which is more conducive to learning. Consequently, pupils' behaviour is improving and pupils demonstrate more-positive attitudes to learning. Many pupils agree they enjoy learning more now and consider they are working harder.

Refined systems to monitor attendance are becoming embedded. The school consistently exceeded the target set from September 2010 to the start of December 2010. Attendance levels dipped below the target at times following this period. However, sound evidence indicates that this was primarily due to events such as a lengthy period of severe weather and a series of illnesses. Although pupils are becoming more aware of the need to attend regularly, school leaders are evaluating the effectiveness of their procedures to ensure they capture pupils' enthusiasm and avoid unnecessary absence.

Progress since the last monitoring inspection on the area for improvement:

- Ensure that pupils' attendance is above 94% by putting into place immediate and robust systems to monitor and promote good attendance – satisfactory

The effectiveness of provision

The quality and consistency of teaching have improved significantly since the last monitoring inspection. Inadequate teaching has been eradicated and good quality teaching is more evident. Most staff have higher expectations and encourage pupils to work hard, discuss their ideas and identify how to improve further. As a result, many pupils are making better progress and beginning to catch up from the legacy of underachievement. Support for pupils with special educational needs and/or disabilities is becoming more effective as the school has invested in regular consultant support. School leaders are focused on improving the quality of provision further to remove inconsistencies. Structured coaching programmes are steadily addressing less-effective teaching practice, such as when teachers talk for lengthy periods and learning slows. In addition, the Key Stage 1 curriculum does not provide a wide enough range of activities or enough independent opportunities to reinforce and extend pupils' learning further.

Progress since the last monitoring inspection on the area for improvement:

- Raise the attainment and improve the achievement of boys, average and more-able pupils – good

Significant improvements have been made in the Early Years Foundation Stage. The classrooms for the older children have been relocated to enable better access to the outdoor learning activities and greater consistency in provision. Children enjoy a wider range of more-stimulating learning activities, which challenge them to explore things for themselves. A hard working buzz is evident as pupils work more independently. Pupils readily select their own equipment and concentrate for extended periods of time, although they do not always independently tidy up after a particular activity. There are signs that the school's move to a single admission policy in September is helping the youngest children make faster progress than previously. Children enjoy a better balance between adult-led and child-initiated learning throughout the setting. Systems to assess pupils' progress are becoming more embedded and ensure independent activities, in particular, meet the needs and interests of different groups of learners more effectively. Staff are working to ensure adult-led sessions are adapted to meet the needs of a range of learners more effectively.

Progress since the last monitoring inspection on the area for improvement:

- Improve the provision and consistency of children's learning in the Early Years Foundation Stage – good

The effectiveness of leadership and management

The growing effectiveness of leaders and managers can be seen in the recent improvements in provision and rising levels of attainment. Senior leaders are becoming increasingly successful in galvanising the support of staff, and middle leaders are developing their roles through additional training and the support of the local authority. School leadership continues to be strengthened through the collaboration with the junior school; benefiting from the sharing of expertise in many key areas, such as child protection, special needs, and assessment and administrative procedures. The governing body has been instrumental in working with the junior school to develop a long-term, mutually beneficial collaboration. The school's internal capacity remains vulnerable, as several teaching and leadership positions remain temporary and the school has not yet demonstrated a sustained trend of improvement. However, recent improvements indicate the school's capacity is growing.

Safeguarding systems and procedures are becoming more robust. The child protection officer from the junior school carried out a thorough audit of procedures and improved the quality of staff training. Systems are now in place to help ensure safeguarding systems are regularly evaluated and agreed procedures are adopted by all. In addition, new fencing has been erected, which makes the school site more secure.

Progress since the last monitoring inspection on areas for improvement:

- Improve leadership and management – good
- Ensure that all safeguarding arrangements are robust and effective systems are used to minimise risk – good

External support

The school continues to benefit from support and guidance of the local authority. The local authority was instrumental in the appointment of an assistant headteacher to provide coaching support and help improve the quality of teaching, learning and assessments. The work of the school is regularly reviewed and targets set for further improvement. School leaders are increasingly taking the lead in the school improvement drive and are starting to set the agenda for focused support. Local authority consultant support is having a significant impact on Early Years Foundation Stage provision and the developing roles of middle leaders.