

All Saints Church of England Voluntary Controlled Infant School, Hessle

Inspection report

Unique reference number	117979
Local authority	East Riding of Yorkshire
Inspection number	384851
Inspection dates	7 – 8 March 2012
Lead inspector	Fiona Gowers

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Voluntary Controlled
Age range of pupils	3-7
Gender of pupils	Mixed
Number of pupils on the school roll	351
Appropriate authority	The governing body
Chair	Brian Tunnicliffe
Headteacher	Karen Wood
Date of previous school inspection	1 March 2010
School address	Northolme Road Hessle HU13 9JD
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Age group	3–7
Inspection date(s)	7 –8 March 2012
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Introduction

Inspection team

Fiona Gowers

Additional inspector

Eithne Proffitt

Additional inspector

This inspection was carried out with one day's notice. The inspectors observed 12 lessons taught by 12 teachers and made several short visits to other lessons. This included sessions developing pupils' understanding of the links between letters and sounds. Meetings were held with groups of pupils, members of the governing body, staff and a representative from the local authority. Inspectors observed the school's work, looked at a range of documentation provided by the school, which included pupils' work, records of pupils' attainment and progress and monitoring reports. A questionnaire for parents and carers was not issued as part of this inspection but inspectors took account of informal feedback and school surveys. There were no responses to the online questionnaire (Parent View).

Information about the school

The school is larger than the average-sized infant school. Most pupils are of White British heritage. The proportion of pupils known to be eligible for free school meals is below average. The proportion of disabled pupils and those who have special education needs is below average, whilst the proportion that has a statement of educational needs is broadly average.

When it was inspected in March 2010, the school was judged to require special measures. Since then, the school has undergone significant change. A new headteacher was appointed in May 2011, following a period working on a temporary basis as Head of School from September 2010. A new deputy headteacher was appointed in June 2011. A number of teachers have left the school and new teachers have joined. The school has received four monitoring inspections and was judged to be making good progress at its most recent one.

Inspection judgements

Overall effectiveness	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- In accordance with section 13(4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.
- The school provides pupils with a satisfactory and improving quality of education. Effective leadership has resulted in a transformed learning environment and number of significant improvements. The school is not yet good because, although pupils behave well and make expected progress, the quality of teaching is not consistently good enough to ensure accelerated progress for all pupils.
- Pupils' achievement is satisfactory and improving. By the end of Year 2 they attain broadly average standards in reading, writing and mathematics. Teaching ensures that pupils make satisfactory progress overall and there are examples of good and outstanding practice. However, the quality of teaching is not good enough in all classes to accelerate progress for all pupils or to ensure that pupils consistently build on and extend their skills rapidly as they move from one class to the next.
- Pupils have positive attitudes to learning. Their behaviour is good and they feel safe in school. A greater emphasis on learning through practical activities and investigations focused around a particular theme is motivating pupils to learn and has addressed previous underachievement.
- Leadership is good. The headteacher and deputy headteacher have high expectations and have gained the confidence of staff and pupils within a short time. School leaders have maintained a rigorous monitoring programme and are successfully developing the curriculum to meet the needs and interest of the pupils more effectively. Weaknesses are being successfully tackled and attainment has risen. Pupils' achievement and behaviour, and the quality teaching have improved. Such improvements demonstrate the school's good capacity to improve further and that it is becoming increasingly successful in achieving its aim to 'build a bridge to success'.

Schools whose overall effectiveness is judged to be satisfactory may receive a monitoring visit from an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Accelerate pupils' progress to raise attainment further by ensuring that pupils consistently build on and extend their skills more rapidly as they move from one class to the next.
- Increase the proportion of teaching that is good or better by:
 - providing more opportunities to share the best practice in school
 - increasing the pace of learning and making better use of time in all classes
 - ensuring that learning activities are sufficiently challenging to enable all pupils to make consistently good or better progress.

Main report

Achievement of pupils

Evidence from lesson observations, scrutiny of pupils' books and teacher assessments indicate that previous underachievement has now been addressed and pupils are making satisfactory or better progress. Improved behaviour has made a significant contribution to pupils' achievement. Pupils enjoy a greater level of challenge in many classes, especially when activities are practical.

Children now make expected progress in the Nursery because the quality and organisation of learning activities has improved. Many older children in the Early Years Foundation Stage are starting to make faster progress because of the wide range of practical activities that are keenly targeted to children's needs. From broadly average starting points they reach the expected goals for their learning by the end of Reception. Pupils make satisfactory and better progress in Key Stage 1 and levels of attainment have risen in reading, writing and mathematics to broadly average overall by the end of Year 2. This represents satisfactory achievement relative to their starting points. The most marked improvement has been in pupils' writing and reading levels because of the school is becoming more successful in improving pupils' basic literacy skills. Pupils now enjoy more interesting opportunities to write across the curriculum and systems to improve pupils' reading and their knowledge and understanding of letters and sounds are better established. Many pupils enthusiastically talk about the many opportunities they have to read independently and to share books with others in special places throughout school, such as in the igloo, the cave and the circus tent!

The school has successfully developed the curriculum to engage boys more effectively. As a result the gap in the relative attainment of boys and girls is closing. The proportion of pupils attaining the above average levels has risen and is now in line with the national level. This is because many teachers have higher expectations of what pupils can achieve. Pupils with special educational needs and/or disabilities do as well as others in school because of the targeted support provided and the caring ethos in school. Although all groups of pupils are now making expected rates of progress, not all are able to accelerate their progress further because remaining inconsistencies in the quality of teaching mean that pupils do not consistently build

on and extend their skills swiftly enough as they move from one class to the next.

Quality of teaching

Teaching is satisfactory overall, with an increasing amount which is good or better. Teachers are caring and encouraging so that pupils feel confident to contribute their views. Many pupils are now expected to work at a faster pace, working with increased independence, and enjoying an increased level of challenge. For example, a group of pupils was keen to complete as many mathematical calculations as they could in a set time period, proudly exclaiming: 'We have been able to do 63 in five minutes!' The school has improved the curriculum to incorporate more practical activities and investigations around a common theme. This approach is motivating pupils to work hard. For example, during a recent topic, pupils thoroughly enjoyed creating imaginative and alliterative descriptions of chocolate bars, as well as tasting chocolate!

However, some inconsistencies remain in the quality of teaching. In some lessons the pace of learning is slower, time is not always used as effectively as it could be in transition times between activities, and learning activities are not always challenging enough to accelerate pupils' rate of progress further. This leads to some inconsistencies in rates of progress from class to class. The school has not been able to utilise opportunities fully to share the best teaching practice in school to ensure that all teaching matches the level of the very best, because school leaders have had to deal with a significant number of staffing changes.

Pupils' spiritual, moral, social and cultural development is rooted in the provision in the school and celebrated continually. Relationships are positive throughout school and the promotion of investigative activities encourages pupils to reflect on their responses and justify them with confidence. The curriculum has been improved and this has helped pupils address previous gaps in their learning and overcome the legacy of underachievement. In the Early Years Foundation Stage improvements in the quality of learning activities, both indoors and outdoors, is motivating children to try hard, as one group agreed: 'Learning is fun! We get to do exciting things in different places!' More independent learning activities are being provided in Year 1, and grouping by ability in English and mathematics has been introduced recently for pupils in Year 2. There are signs that these developments are beginning to help some pupils make faster progress. However, it is too soon to see the full impact of these new arrangements.

Parents and carers who met with the inspectors said they were pleased with the changes that have been made and consider that teaching has improved. They expressed some concerns about the instability in staffing, but it was acknowledged that although there are still some temporary arrangements in place, school leaders were doing their utmost to ensure that any possible negative impact on the continuity of teaching was minimised.

Behaviour and safety of pupils

There has been a significant improvement in pupils' behaviour since the previous inspection. Pupils are keen to learn, well-engaged in lessons and demonstrate

positive attitudes towards staff in school and to each other. Attendance levels have risen significantly. Attendance is now broadly average and rising. Pupils come to school regularly because they enjoy their lessons and enthusiastically talk about what they have been learning. Revised procedures to encourage regular attendance have been successful because they were proposed by the pupils themselves. For example, pupils are particularly keen to see if their class has the highest attendance for the week so they can celebrate with 'Fudge Cake Friday'!

The school provides a nurturing environment, which fosters pupils' spiritual, moral, social and cultural development well. Pupils say they feel safe and are confident that they would find an adult to help them if they had any worries. A group of pupils explained why they feel safe in school. 'People are at the door when we come to school in the morning. We always have someone to look after us inside and outside and someone to look after us if we are hurt.'

Although no parent and carer questionnaires were distributed, parents spoken to considered that behaviour had improved in school and that incidents of bullying were rare. Pupils said that most pupils behaved well and that they were satisfied that any occasional incidents of 'unkind' or 'silly' behaviour were dealt with appropriately by adults in school.

Leadership and management

Senior leadership has been key to the significant improvements made since the last inspection, in spite of a number of staffing changes. The headteacher and deputy headteacher form a strong partnership. They have a very clear vision for future improvements and have successfully involved staff at all levels to enhance provision and improve pupil achievement. Self-evaluation is accurate. Systems to monitor teaching and learning are robust and concerted plans to identify and overcome weakness have been largely successful. Middle managers have grown in confidence and engaged in additional training and are becoming increasingly effective. Leadership of the Early Years Foundation Stage is successfully developing a more stimulating learning environment with a firm focus on meeting children's learning needs and ensuring that learning continues to move forward. This approach is beginning to reap rewards in terms of accelerated progress amongst the older children, in particular. Leadership of the English curriculum has led to improved provision and outcomes and a more consistent approach to the teaching of reading and writing skills. Improved leadership of safeguarding ensures that procedures now meet current requirements and are regularly reviewed.

The curriculum is satisfactory and improving. It provides pupils with varied and interesting experiences, which meet pupils' needs and promotes their spiritual, moral, social and cultural development well. The legacy of underachievement has been addressed and an environment that is much more conducive to learning has been developed. The school has benefitted from good-quality support from the local authority but has demonstrated that it is no longer reliant on external support and has good capacity to improve further.

The school effectively promotes equality of opportunity and tackles discrimination. It is inclusive and welcoming. Disabled pupils and those with special educational needs

are well-supported so they make good gains in their personal and social development.

Governors provide good challenge and are exploring how their monitoring role can be developed further. The school benefits greatly from their professional expertise, in areas such as child protection, safeguarding, and finance, as well as education.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add up exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



9 March 2012

Dear Pupils,

Inspection of All Saints Church of England Voluntary Controlled Infant School, Hessle HU13 9JD

Thank you so much for the help that you gave Mrs Proffitt and me when we inspected your school recently. We enjoyed watching your lessons, talking to you about your work and hearing you read. You should be very proud of yourselves, because you are polite and well-behaved. We know that you will be pleased to hear that your school is now providing you with a satisfactory education and is no longer a school causing concern.

Your school is improving quickly due to the strong leadership of Miss Wood and Miss Elcock and great team work from staff and pupils. Everyone is working hard to help you 'build a bridge to success!' Your teachers help you make satisfactory progress so you reach standards that are typical for your age when you leave at the end of Year 2. Adults in school look after you well. You told us you feel safe and confident about asking them for help or talking to them about any worries. Miss Wood and all the staff are always looking for ways to make your school even better. We have asked them to:

- help you make even better progress
- help you work hard and at a fast pace in lessons
- give you some even more challenging learning activities which really get you thinking hard and working things out for yourself
- share ideas about how to make some of your lessons even more exciting and of good quality.

Keep working hard and coming to school regularly. Remember your class may win 'Fudge Cake Friday!'

I wish you all every success in the future.

Yours sincerely

Fiona Gowers
Lead inspector

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