

All Saints Church of England Voluntary Controlled Junior School, Hessle

Northolme Road, Hessle, East Yorkshire, HU13 9JD

Inspection dates

6–7 March 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- There has been a decline in achievement since the previous inspection. Pupils' achievement in reading and mathematics requires improvement. In 2013, attainment in mathematics, at the end of Year 6, fell and was significantly below average. Attainment in reading was just below average.
- The quality of teaching is variable between classes, across year groups and in different subjects.
- Information about pupils' achievement is not used to ensure that pupils are set work that is at the right level so that they make good progress, particularly the most able.
- Marking does not clearly show pupils how to improve their work. Pupils are not given enough chances to respond to advice.
- Leaders have an optimistic view of pupils' behaviour. Incidents of unacceptable behaviour are not analysed to help prevent future incidents. Pupils do not always show good attitudes to learning. Some pupils do not pay attention in lessons.
- Leaders have not done enough to ensure that the quality of teaching improves. Systems to check and improve teaching lack rigour.
- The schools' system to track the achievement of pupils is too complicated and is not easy for staff to use. It does not allow the school to check on how well different groups of pupils are doing.
- Leaders and governors do not monitor the impact of additional funds to ensure that they are putting support into the right places.

The school has the following strengths

- Pupils make good progress in writing. By the end of Year 6, standards are above average.
- Attendance is carefully monitored and absences are followed up with rigour. As a result, attendance is above average.
- The leadership of special educational needs is good and so more pupils are now making better progress.
- Middle leaders have strengthened their effectiveness and this is helping to drive improvement forward at a faster rate.

Information about this inspection

- Inspectors observed teaching in all classes, visiting 22 lessons or part lessons. Inspectors also observed break times and lunchtimes, listened to pupils reading and discussed their work with individual pupils. Two lesson observations were undertaken jointly with the headteacher and the deputy headteacher.
- Meetings were held with the headteacher, school staff, groups of pupils, the Chair of the Governing Body and five other governors, and a representative of the local authority.
- To ascertain parents' opinions, inspectors took account of 80 responses to the on-line questionnaire (Parent View). Inspectors held brief discussions with parents at the beginning of the school day. Inspectors also took account of four letters from parents. Questionnaires completed by 46 members of staff were also taken into consideration.
- A number of school documents were examined. These included some information about individual pupils' progress, school development plans, records of reports to the governing body and records of the quality of teaching over time. The work in pupils' books and records relating to the quality of teaching, behaviour, attendance and safeguarding were also scrutinised.

Inspection team

Karen Foster, Lead inspector	Additional Inspector
Victoria Johnson	Additional Inspector
Susan Davis	Additional Inspector

Full report

Information about this school

- All Saints' Church of England School is larger than the average-sized junior school.
- The proportion of pupils eligible for the pupil premium is higher than that found in most schools. The pupil premium is additional funding for pupils who are known to be eligible for free school meals, children from service families and children that are looked after by the local authority.
- An above-average proportion of pupils are supported at school action.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is higher than that found in most schools.
- Most pupils are of White British heritage.
- The proportion of pupils who speak English as an additional language is much lower than that found in most schools.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.

What does the school need to do to improve further?

- Improve the quality of teaching throughout the school in order to raise standards and accelerate progress, particularly in reading and mathematics, by making sure that:
 - all pupils are provided with work that is pitched at the right level for their ability with sufficient challenge, including for the most able, particularly in mathematics
 - all pupils have more opportunities to solve mathematical problems and apply their skills to real-life situations
 - pupils reading skills are assessed regularly in order to quickly pinpoint gaps in pupils reading skills and work is provided to fill these gaps
 - pupils get better help, including those eligible for the pupil premium, in order to accelerate their progress
 - teachers' marking clearly shows pupils how they can improve their work, and pupils are given the chance to respond to the advice.
- Improve the impact of leadership and management, including governance, by:
 - improving the systems to check the quality of teaching so that it is at least good
 - carefully checking the impact of the actions taken to improve the quality of teaching, particularly in mathematics
 - analysing assessment information in a way that is easily understood by teachers, leaders and governors, and using this to check the learning and progress of all groups of pupils
 - using the records of behaviour to gain an accurate view of behaviour over time and ensure pupils always behave well in lessons and on the playground.

An external review of governance should be undertaken in order to assess how this aspect of leadership and managements may be improved.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and governance may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- There has been a decline in pupils' achievement since the previous inspection. Pupils do not make good progress in reading and mathematics because the quality of teaching requires improvement.
- Since the previous inspection and up to 2012, standards in reading, writing and mathematics at the end of Year 6 have been broadly average. In 2013 however, standards in reading and mathematics fell, most notably in mathematics where standards were significantly below average.
- Not enough of the most able pupils reach the standards they should throughout the school. This is because these pupils are not always given work that challenges them to do their best. Expectations of the rate of pupils' progress overtime are not high enough and as a result, they make only expected, rather than better than expected, progress from their starting points.
- In the last two years, pupils have joined the school in Year 3 with skills typical for their age. Leaders ensure that pupils' skills and knowledge are checked again on entry to the school and use this information as a benchmark to assess pupils' progress through school and to set achievement targets. The school does not meet with staff from the previous school to discuss and agree pupils' achievement at the end of Key Stage 1. As a result, pupils often repeat work they can already do in Year 3 and pupils, especially the most able, do not achieve as well as they could.
- Achievement in mathematics currently, throughout the school, is lower than that in reading and writing. Inspection evidence indicates that standards in mathematics in Year 6 this year are higher than in 2013, but standards still remain below those seen currently in reading and writing.
- Achievement in writing is better than that in reading and mathematics across the school. This is because pupils enjoy writing, targets are more challenging and advice on how to reach them is clear. Pupils' progress in reading however requires improvement. Gaps in pupils' reading skills are not always identified quickly enough and as a result, planned learning does not meet their needs well enough to enable them to achieve well.
- The rate of progress of different groups of pupils throughout the school is difficult to assess. This is because the school focuses on tracking the progress of individuals. Variances in the achievement of groups of pupils are therefore not identified quickly enough. This shows that the school's efforts to promote equality of opportunity require improvement.
- Published data shows that, at the end of Year 6 in 2013, attainment in reading, writing and mathematics of pupils known to be eligible for free school meals was about two terms behind others in the school, which is similar to the attainment gap seen nationally. Their progress was similar to their classmates, with their achievement in mathematics lagging behind their achievement in English.
- Disabled pupils and those with special educational needs make faster progress than other pupils and, for some, achievement is good. Their progress and achievement are carefully tracked by the leader for special educational needs and so provision meets their needs more closely. Parents are very positive about this aspect of the school's work and how their children are helped to achieve well. Letters from parents supporting this view were sent to the inspection team. However, variations in the quality of teaching across the school mean that their achievement still requires improvement.

The quality of teaching

requires improvement

- The quality of teaching varies across classes, year groups and subjects. Not enough teaching is good enough to allow pupils to make good progress and achieve well overtime.

- Pupils say they enjoy practical activities; they particularly enjoy science as they can get fully involved and 'It is exciting'.
- Although pupils are keen to learn, work set is not always sufficiently interesting to engage them and hold their interest. This is particularly the case with mathematics, where few pupils told inspectors they enjoyed this subject. A few pupils sometimes display unacceptable attitudes to learning and they do not listen carefully to instructions from adults and this sometimes goes unchecked.
- Pupils say they are they want to learn and are eager to be challenged. However, they are not always provided with work of a suitable level of challenge. Sometimes work it is too easy for some and too hard for others. This is because teachers' planning concentrates on what activities pupils will complete rather than what they want pupils to learn.
- The most able pupils are not always given challenging enough work to motivate them. In some classes, particularly in Years 3 and 4, pupils, particularly the most able, spend too long going over work that they can already do.
- The teaching of mathematics does not enable pupils to achieve well. Pupils' progress is sometimes slow because there are too few opportunities for pupils to solve mathematical problems and apply their skills to real-life situations. The school is aware of this and plans are in place to address this.
- The teaching of writing is good and there are many opportunities to write for a range of purposes. Pupils enjoy writing. This was a particular focus for the school last year. However, the teaching of reading requires improvement. Assessments of pupils' reading skills do not always pinpoint gaps in pupils reading skills well enough and this means that the work provided does not always meet pupils needs.
- Marking is often limited to congratulatory comments such as 'Well done' and does not give enough suggestions for making improvements. This was identified as an area for improvement in the previous inspection. Marking does not shows pupils clearly enough how they can improve their work. Teachers do not ensure that pupils are given the opportunity to respond to the advice they offer. This slows pupils' progress.
- Teaching assistants are not always used to good effect. Sometimes, they are instructed to do tasks that get in the way of learning, for example, listening to pupils read during the teachers' introduction to a literacy lesson. On one such occasion during the inspection, one pupil refused to read, saying 'I want to do my work.'
- Some teaching is good. Where pupils do well, the information on what pupils already know and can do is used effectively to provide pupils with work that is challenging and engaging. Pupils are clear about what they are going to learn and subsequently receive clear advice on how to improve. Year 6 pupils were fully engaged and enjoying the challenges set in a mathematics lesson. When given yet another challenge, one pupil responded with 'Awesome!'

The behaviour and safety of pupils

require improvement

- The behaviour of pupils requires improvement. It is not good because, too often, pupils lose concentration on learning particularly where teaching is not good. Expectations of behaviour in lessons are not always high enough. For example, even when pupils are not listening, teaching continues regardless.
- Behaviour is generally good around the school; pupils readily hold doors open for one another and are polite to each other and to adults. A few parents express concerns about behaviour through the online questionnaire, Parent View. Pupils say that sometimes there is some rough play on the playground. A lack of playground activities means that pupils often get bored.
- Pupils understand about different forms of bullying. Pupils say that they feel safe in school and know that if they have any concerns about falling out with their friends, the staff always listen and will help them to sort out any problems.
- Pupils have a very clear view on how to keep safe on the internet. They can describe in detail

how to do this and why it is important.

- Pupils understand about right and wrong and know that they should treat others with respect. The school is well cared for and the site manager and her team have high expectations about the school environment. Pupils respect this.
- The school's work to keep pupils safe and secure requires improvement. Although behaviour is carefully logged by the school, there is no analysis of this information or triggers for individual pupils to try to prevent further incidents. The school's view of pupils' behaviour is too generous.
- Exclusions are slightly higher than for other schools nationally, but these relate only to a few pupils. The school is able to show improvements in the behaviour of individual pupils.
- Attendance is above average. Detailed records are kept and checks of pupils' attendance are carried out regularly. Families are well supported to ensure pupils attend regularly. Very few pupils are persistently absent.

The leadership and management

require improvement

- Leaders and governors have identified the areas they need to improve in the school but have not taken sufficiently robust action to ensure this happens quickly. Plans for improvement shows the actions need to improve pupils' achievement but it is not clear enough how improvements are to be measured. Key to this is that the impact of actions is not linked well enough to learning.
- Leaders regularly check the quality of teaching, such as by observing lessons, and, as a result, they know where teaching needs to be improved. However, actions to tackle teaching that is less than good have been too slow or have not been fully effective. Feedback to teachers following observations of teaching clearly picks out what aspects went well. However, leaders are not precise enough about aspects that need to improve. This means that the school's view of the quality of teaching is sometimes too generous.
- The headteacher ensures that detailed records are maintained of pupils' attainment and ensures their progress is regularly and carefully tracked. Leaders are very clear about the progress pupils make in each year. However, this information is not presented in a way that makes it easily understood by teachers, other leaders and governors. Furthermore, not enough is done to track the progress of different groups of pupils or to enable leaders to have a clear view of the progress of pupils from their starting points.
- The deputy headteacher is enabling key aspects of the school to improve well. Efforts to promote better attendance mean that most pupils attend school regularly. Improved partnerships beyond school, such as with the secondary school are helping to ensure the most able pupils in Year 6 are provide with additional weekly challenges.
- The effectiveness of middle leadership, including subject leadership, is strengthening. This is helping to drive improvement forward at a faster rate. Following support, such as that provided by the local authority, they are now clearer about their roles and responsibilities, of how to improve teaching and raise achievement and are keen to provide more support to staff.
- The provision for special educational needs has improved at a good rate as a result of effective leadership. As a result, more pupils are now making better progress. Parents appreciate the good quality of provision for their children. One parent commented, 'the leader has gone above and beyond to help my son' and another stated that provision in the school had enabled her child 'to reach and maintain high results'.
- The curriculum is improving. It offers a wide range of activities beyond lessons and there are good links with the church. Pupils are now given more meaningful opportunities to use and apply their writing skills, such as by writing articles for the church magazine.
- Leaders ensure the new primary school sports fund is used to good effect. Pupils enjoy taking part in physical education, which benefits their health and well-being. Through improved partnership with the secondary school, more pupils are now involved in sport and competitions. Leaders' ensure health education is threaded though the wider curriculum and pupils have good regard for their own personal safety and well-being.

■ The local authority has an accurate view of the school’s performance. Their support has enabled leaders to improve their effectiveness but this is yet to result in bringing about good teaching.

■ **The governance of the school:**

- Governors are ambitious for the school. The governing body knows about the areas of strength in the school’s performance and what the school needs to do to improve. They know, for example, that the quality of teaching is variable and that pupils do not make good progress.
- Although governors know how the pupil premium funding has been spent and why decisions have been made about how it is allocated, they do not yet monitor the impact of additional funds to ensure that they are putting support into the right places. Weaknesses in the school’s systems to track the achievement of groups of pupils hamper efforts to do so.
- Governors take appropriate steps check that pay rises are awarded only when teaching is good and pupils achieve well. However, they do yet ensure that the school’s systems to check on the quality of teaching are effective so that the quality of teaching is good.
- Governors ensure that safeguarding procedures meet statutory requirements.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	117978
Local authority	East Riding of Yorkshire
Inspection number	431335

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	355
Appropriate authority	The governing body
Chair	Rev T Boyns
Headteacher	Mr R Petch
Date of previous school inspection	30 March 2009
Telephone number	01482 648082
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