

All Saints' Church of England Voluntary Controlled Infant School, Hessle

Northolme Road, Hessle, HU13 9JD

Inspection dates 11–12 March 2014

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

Summary of key findings for parents and pupils

This is a good school.

- From their starting points, pupils make good progress during their time at the school. By the end of Year 2 almost all pupils reach standards expected of them and a significant proportion exceed expected levels.
- Children in the Early Years Foundation Stage are taught well and, as a result, make good progress so that their skills are well developed by the time they start in Year 1.
- The quality of teaching is good overall. Much of the teaching is outstanding so that, at times, pupils achieve exceptionally well and make excellent progress.
- Pupils' behaviour is good overall and at times it is exemplary. They have developed good attitudes to learning and this helps to support the good progress they make. The school's safeguarding arrangements are effective and pupils say that they feel totally safe in school.
- The inspirational headteacher and the deputy headteacher have, as a team, moved the school forward at a rapid rate so that standards have improved significantly and continue to do so.
- Subject leaders monitor their subjects well so that they know what is happening in their subjects and where improvements need to be made.
- Governance is outstanding. The governing body has highly effective systems in place to monitor the work of the school and is fully involved in checking the school's work and in planning for its future.

It is not yet an outstanding school because

- Occasionally pupils' progress slows when teaching fails to capture their interest or challenge them to try their hardest and they are not stimulated to learn.
- The outdoor learning opportunities for children in the Early Years Foundation Stage are not as good as those found in their classrooms.

Information about this inspection

- The inspectors observed 12 teachers teaching 14 lessons and observed some lessons for short periods of time.
- They observed pupils in lessons, at play, at lunch, in assembly and as they moved around the school.
- Discussions were held with the staff, the Chair and other members of the governing body, pupils, a representative of the local authority and a few parents.
- The inspectors heard pupils read from Years 1 and 2. They analysed in detail pupils' work from across the school.
- The inspector took account of the 47 responses to the online questionnaire (Parent View) and the views of parents they met during the inspection.

Inspection team

John Foster, Lead inspector

Additional Inspector

Edward Price

Additional Inspector

David Matthews

Additional Inspector

Full report

Information about this school

- This school is much larger than the average-sized primary school.
- Almost all pupils are of White British heritage who speak English as their first language.
- The proportion of pupils supported through school action is below average. The proportion supported through school action plus or with a statement of special educational needs is also below average.
- The proportion known to be eligible for the pupil premium is below average. The pupil premium is additional funding for those pupils known to be eligible for free school meals, those who are looked after by the local authority and those of serving forces personnel.

What does the school need to do to improve further?

- Ensure that pupils make good or better progress in all year groups by:
 - continuing to give specific support where teaching is less than good so as to ensure that there is good progress in all classes
 - sharing good practice within the school
 - ensuring that pupils' interest and desire to learn are always maintained.
- Develop the outdoor learning area for children in the Early Years Foundation Stage by:
 - evaluating the specific needs to develop outdoor learning across all areas
 - devising and implementing plans so that the quality of the outdoor learning environment matches that found in classrooms, and planning to ensure that it is used as effectively to support children's learning.

Inspection judgements

The achievement of pupils is good

- When children enter the Nursery, their skills and understanding, although variable, are broadly what would be expected for their age. They are taught well overall in the Early Years Foundation Stage so that they make good progress and, by the time they start in Year 1, most have achieved a good level of development and some have exceeded expectations for their age.
- Throughout the Early Years Foundation Stage, children are given many opportunities to develop their skills within the classrooms. However, opportunities for extending their learning in the outdoor area are limited because much of the equipment is outdated and planning for outdoor learning is not as effective as for indoors.
- In Key Stage 1, pupils' good progress is maintained. As a result, by the end of Year 2, almost all pupils reach expected standards with a significant proportion reaching above expected standards. Pupils in the current Year 2 group are on course to attain even higher standards than in previous years. This shows significant improvement over time in raising attainment in reading, writing and mathematics, as, over the past three years, standards have gone from significantly below national figures to significantly above.
- The raising of standards has been brought about by the determined efforts of the senior leadership team to improve teaching and learning. While this has been successful overall, there are occasions when pupils are not challenged enough to maintain good progress.
- The most able pupils are catered for very well. Work is planned for individual needs throughout the school so that pupils make the best progress possible. In Year 2, a decision was made by school leaders to place the more able pupils in one class. This has clearly had a positive effect on learning throughout the year group. The more able work closely together in their class and, in the other classes, pupils feel that they are the 'top' pupils, and strive to improve further. Almost all pupils in the class for the more able are on line to reach well-above average standards, with many from the other classes also expected to achieve above expected levels.
- Disabled pupils and those with special educational needs make similarly good progress to other pupils. Their needs are identified early through the school's effective assessment systems and appropriate work and support enable them to make good progress.
- Pupils eligible for the pupil premium funding make equally good, or better, progress than other groups of pupils. This group of pupils reach and sometimes exceed the high standards of other pupils because they are taught well and their work is planned well for their specific needs.
- Pupils enjoy reading and most say that they read regularly at school and at home, although a few say that they do not read at home, despite the school's efforts to encourage parents to listen to their children reading.
- Pupils have good basic skills that they can use in range of subjects and so they are well prepared for the next stage of their education.

The quality of teaching is good

- The school's records show that an increasing proportion of teaching is good or outstanding. The major reason for the rapid improvement in teaching is the support given to teachers by the school's senior leaders.
- Planning is generally very good and the challenging tasks set are successful in bringing about the good progress for pupils of differing abilities. In a Year 1 class, for example, pupils were re-writing the story of 'The Three Little Pigs'. While some of the most able were writing their own versions of the story using highly developed writing skills for their age, other pupils were discussing why the houses were strong or not, while a further group were acting out the story using toy pigs and a wolf. This enabled all pupils in the class to rapidly improve their language skills.

- In the younger classes, adults tell pupils as they work how well they have done or what they need to do to improve. In the older classes, marking often helps pupils to reach their targets, but, occasionally, it is not clear or detailed enough to help pupils improve their work. Marking is better in English than in mathematics.
- A high level of challenge is an important element in helping pupils to make rapid progress. Through effective checking of pupils' understanding and skills, planning ensures that work matches the needs of different groups and individuals so that good progress is made. Teachers use questions well to ensure that pupils have learned well enough in lessons and to push learning on at a fast rate.
- However, there are occasions when pupils' learning slows because they are not challenged enough and their interest wanes. Sometimes pupils are not stimulated enough by the content of lessons and so concentration lapses and their progress slows.
- Children in the Early Years Foundation Stage are taught well overall. However, teachers' planning for developing learning outdoors does not match that for work in the classrooms. Children have some opportunities to improve their physical and social skills outdoors, but opportunities for developing language and mathematical skills are limited.
- Disabled pupils, those with special educational needs, and those eligible for pupil premium funding are taught well because their progress is carefully checked and the next steps for their learning mapped out, enabling them to make rapid progress. Some pupils eligible for the pupil premium funding make excellent progress and reach standards that are higher than those for other groups of pupils.
- Teachers give pupils regular opportunities to work together in groups and in pairs, which supports their spiritual, moral, social and cultural development well.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. For much of the time, particularly in lessons, their behaviour is outstanding. Most pupils say that they like school and they have fun activities to help them to learn. The school's records indicate that there are few instances of inappropriate behaviour. This view is supported by parents' comments to the inspectors.
- Pupils have good attitudes to learning. They generally settle down well and concentrate hard on their work. Very occasionally, however, when their work does not challenge them well enough, noise levels rise and pupils' concentration lapses, slowing their learning down. They are keen to do well for their teachers, but the presentation of their work is sometimes untidy.
- Pupils say that they get on well together in school and that they help each other with their work. They told inspectors that there is no bullying in their school. When given opportunities to work together they do so enthusiastically and this has a positive impact on their learning.
- The school's work to keep pupils safe and secure is good. Pupils say that they feel safe in school at all times. Secure systems are in place to ensure pupils' safety and meet current guidelines.
- The school has worked hard to improve the levels of attendance. In this it has had considerable success. Historically, attendance levels have been below national averages but, because of the concerted efforts made by the school and through parental efforts, this has improved year-on-year so that attendance is now average.

The leadership and management are good

- The high quality of leadership by the headteacher and her deputy is the major factor in the significant improvements made within the school over recent years.
- Very effective systems for checking the school's performance identify where improvements need to be made and secure plans are in place to ensure that the school builds on its many current strengths. However, although the leadership of teaching has made a great difference in a

relatively short amount of time, more needs to be done to ensure that teaching is of a high quality throughout the school; for instance, by sharing best practice within the school and beyond.

- Subject leaders monitor their subjects well. They know the strengths within their subjects and where improvements need to be made. They work alongside the senior managers well to develop their subjects effectively and raise standards further.
- The school has very effective systems to monitor staff's performance. Regular appraisals of the staff's work have improved the quality of teaching significantly. This, in turn, has had a significant impact on pupils' standards. The staff know that they have to meet the challenging targets set if they are to secure pay progression.
- The school provides a good curriculum for its pupils. Organised through a series of topics, pupils are given many opportunities to develop their skills and increase their knowledge as they move through the school. The staff provide a good range of learning opportunities beyond the normal school day. Visits and visitors are used effectively to stimulate learning. The rich curriculum engages pupils well and promotes good progress in reading, writing and mathematics.
- The recently received sport funding is used effectively in developing pupils' sporting skills. Sports coaches have been appointed and the staff work alongside them in order to improve their own teaching skills, so that they will be able to continue to support pupils' learning well in the future.
- The local authority has provided much support in the past but, following the recent significant improvements in results and the quality of teaching, along with strong leadership, the local authority has been able to withdraw much of this support.
- Safeguarding arrangements are fully in place and meet all current statutory requirements.
- **The governance of the school:**
 - Governance is outstanding. Members of the governing body are extremely knowledgeable about the school, its strengths and where improvements need to be made. This knowledge stems from the excellent systems that are in place to check on the school's performance and the close relationships that exist between governors and the staff. Each governor has a specific role in monitoring the school's performance and reports back to the governing body on their findings. Governors are acutely aware of the school's data and use it well in challenging the headteacher and the school's performance in order to raise standards further. They keep a strict eye on the spending for those pupils eligible for the pupil premium and check that there have been good results. Governors are fully involved in checking the performance of staff and are adamant that challenging targets are to be met before pay progression can be considered. Governors understand the school's funding and ensure that resources are used to best effect in raising standards.

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	117979
Local authority	East Riding of Yorkshire
Inspection number	430594

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	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	358
Appropriate authority	The governing body
Chair	Brian Tunnicliffe
Headteacher	Karen Wood
Date of previous school inspection	7 March 2012
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