

All Saints Church of England Voluntary Controlled Junior School

Northolme Road, Hessle HU13 9JD

Inspection dates	25–26 May 2016
Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a school that requires improvement

- Too many responsibilities distributed among too few leaders, along with weak middle leadership, hamper senior leaders' ability to concentrate fully on the most important priorities.
- The quality of teaching across the school is variable, meaning pupils' progress over time is not good.
- A minority of pupils do not reach the expected standards in reading, writing and mathematics by the time they leave the school, so they are not prepared well enough for secondary school.
- Too many of the most able pupils do not reach above expected standards because teachers do not challenge them well enough.
- Too few pupils make more than expected progress in any subject.
- The work teachers give pupils to do in subjects other than English and mathematics is often too easy.
- Opportunities for pupils to take part in creative and sporting opportunities outside the formal curriculum are limited.
- Leaders and teachers have not done enough to prepare pupils for life in modern Britain. Pupils' knowledge and understanding of a range of cultures and faiths and about democracy and the rule of law is not well developed.

The school has the following strengths

- The decisive actions of senior leaders, resulting in improvements over the last year, clearly demonstrate the capacity of senior leaders to drive the school forward.
- Some teaching is very effective, especially some teaching of mathematics.
- Behaviour has improved since the last inspection. The behaviour of the vast majority of pupils is good. Pupils exercise self-discipline. They are friendly and polite.
- Attendance is above the national average and the rate of persistent absence is low.

Full report

What does the school need to do to improve further?

- Increase leadership capacity, by:
 - relieving senior leaders of some of their teaching responsibilities, so that they can more fully concentrate on the most important priority of improving the quality of teaching across the school
 - training and developing middle leaders to take on more responsibility.

- Improve the quality of teaching so that it is consistently good, and pupils' progress accelerates, by:
 - ensuring that all teachers make effective use of assessment information to plan work that is not too hard or too easy, and to challenge the most able pupils in particular
 - ensuring that teachers enable those pupils who have fallen behind in their learning to make better than expected progress so that they catch up
 - utilising the strengths of the best teachers to support less effective teachers in improving questioning skills, giving pupils effective feedback and checking pupils' work during lessons
 - ensuring that all teachers provide an appropriate level of challenge in all subjects and uphold the highest expectations of pupils
 - ensuring that teachers provide more frequent opportunities for pupils to practise and apply their growing knowledge about how to write good-quality sentences and to develop stamina in their writing.

- Improve the quality of the curriculum, by:
 - providing more opportunities for pupils to learn about a range of cultures and religions and to discuss current affairs
 - providing a varied range of creative and sporting enrichment activities beyond the formal school day.

Inspection judgements

Effectiveness of leadership and management requires improvement

- Until the permanent appointment of the current executive headteacher in September 2015, little progress had been made against the areas for improvement identified at the last inspection.
- The executive headteacher, ably assisted by the relatively new deputy headteacher and assistant headteacher, has successfully created a more positive culture and has acted decisively to bring about much-needed changes. However, the ability of senior leaders to bring about rapid improvement is hampered by their having too many responsibilities, including teaching, and too little time to focus on the most important priorities. Middle leadership is underdeveloped so makes little contribution to school improvement.
- Leaders have prioritised the training of teachers. Training in positive behaviour management and in the teaching of mathematics has had a marked impact. Behaviour has improved and teachers' expectations of what pupils can and should do in mathematics have been raised.
- Senior leaders check the quality of teaching by observing in lessons and looking in pupils' workbooks. No excuses for underperformance are accepted. Leaders make sure that each teacher knows what needs to improve. The headteacher has agreed challenging targets with each teacher and holds teachers to account for pupils' progress.
- Weak leadership of the provision for pupils who have special educational needs or disability means that leaders have not had a firm grip on the teaching of these pupils. Too many teachers do not meet the needs of these pupils well enough and interventions are variable in their impact.
- Leaders have adopted a new assessment system that enables both teachers and leaders to identify individual pupils who are not making as much progress as they should. Work with teachers from local schools is helping teachers to assess pupils increasingly accurately. However, until very recently, leaders have not had an efficient way of checking how well groups of pupils, including those who have special educational needs or disability, and disadvantaged pupils, are doing compared with other pupils.
- Leaders cannot account for the impact of spending of additional funding intended to close the gap between disadvantaged pupils and others.
- The curriculum is broad and balanced, including subjects such as French and science, for example. However, too often, the demands teachers make on pupils are not high enough, so pupils do not develop the depth of knowledge, understanding and skills needed to prepare them for these subjects as they move to secondary school.
- Leaders and teachers have regard for the spiritual, moral, social and cultural development of pupils, reflective of this church school's Christian values. However, pupils demonstrate a limited knowledge about other cultures and world faiths. Pupils also have limited understanding about democratic processes and knowledge about current affairs that would help prepare them better for life in modern Britain.
- Leaders have made appropriate use of additional government funding for physical education and sports. For example, teachers develop their skills by working alongside sports coaches. Pupils have opportunities to participate in inter-school sporting events such as tag rugby and indoor athletics. Leaders recognise the need for more opportunities for pupils to take part in sports activities beyond normal school hours.
- Actions taken by the local authority and the diocese following the last inspection did not help the school to improve quickly enough. The local authority has arranged an effective partnership with an outstanding school. Work with leaders from this school is beginning to make a difference.
- **The governance of the school**
 - Governors, under the strong leadership of the current chair of the governing body, have acted decisively and with vision. They have formed a federated governing body with the neighbouring infant school and appointed the current headteacher to lead both schools.
 - Governors on the newly formed governing body have a range of appropriate skills and expertise. They have a realistic view and knowledge of the strengths and weaknesses in teaching and in pupils' progress. Because governors have requested information from leaders in an understandable format, they are able to ask the right questions and are becoming increasingly effective at holding leaders to account.
 - Governors ensure that leaders hold teachers to account and that any decisions made about pay are carefully considered. Governors hold the headteacher to account by making sure that challenging targets are set and checking that progress is made towards these targets. Governors neither make nor accept excuses for underperformance.

- The arrangements for safeguarding are effective. Leaders and governors are trained in safe recruitment and carry out all the proper checks to make sure adults appointed to work in the school are suitable to work with children. Adults report any concerns they have about pupils to the relevant leaders, who in turn keep accurate records. They contact social care professionals in the local authority if they have any doubts at all about the safety or welfare of any child. The premises are safe and secure from intruders. Leaders follow statutory guidance, for example, by ensuring periodic checks are made on fire equipment and carrying out regular fire evacuation drills.

Quality of teaching, learning and assessment requires improvement

- The quality of teaching is far too variable, which limits the progress of pupils over time.
- A high turnover of teaching staff, and difficulties in recruiting teachers, means supply teachers are teaching a number of classes until the end of the summer term. Teaching over time, and pupils' progress, is generally weaker where there has been considerable turbulence in staffing.
- The new assessment system helps teachers to identify gaps in pupils' learning, but too often teachers do not act on what they know about what pupils can already do, so the work set is often too hard or too easy. Consequently, teachers do not stretch the most able pupils and many pupils with low prior attainment do not catch up. Often the work set for pupils who have special educational needs or disability is too hard for them and support for these pupils is largely ineffective.
- The training and guidance for teaching assistants is variable in its effect. Some teaching assistants support pupils very well, giving pupils the right amount of support to help them think for themselves. Where support from teaching assistants inside and outside the classroom has minimal effect, teachers have not issued clear enough instructions.
- Some teaching is exemplary, especially in mathematics, where improvements are resulting in a recent acceleration in the progress pupils are currently making. The most effective teachers ask questions that really make pupils think and require them to explain their thinking. Teachers are increasingly involving pupils of all abilities in solving tricky mathematical problems. The ability of older pupils to solve these problems is often hindered because they have not been taught in the past to calculate quickly and efficiently.
- Some teachers check pupils' learning and progress throughout lessons so they can adjust activities and provide the right amount of challenge. In too many classes, pupils' work goes unchecked.
- The teaching of writing and reading is not as well developed as the teaching of mathematics. Pupils do not have enough opportunities to write at length in English lessons or other subjects, so do not develop the ability to sustain writing quality throughout a long piece. Many pupils, including weaker readers, are not encouraged to develop a thirst for reading. Pupils with low prior attainment in reading are left behind because they are not given enough reading practice.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- The vast majority of pupils apply themselves well in lessons. They cooperate with their teachers, listen carefully and follow instructions. Where teaching is strongest, pupils are deeply engaged in their learning. Effective mathematics teaching is helping pupils to develop resilience and a 'have-a-go' attitude.
- Pupils are generally confident. They make eye contact and smile at visitors. They are friendly and polite, saying 'hello' and 'good morning'. Pupils hold doors open for each other and for adults. This all reflects the new, more positive culture introduced by senior leaders.
- Pupils are encouraged to look after their school and they do so. The cloakrooms remain tidy all day. The school building and playgrounds are litter free and pupils are well turned out in their uniforms.
- Teachers ensure that pupils know about different types of bullying, including online bullying. Pupils report that bullying is rare and that where it does happen, adults deal with it well.

Behaviour

- The behaviour of pupils is good.

- The vast majority of pupils behave well in lessons and around the school, including in the playgrounds, where they make sensible use of the space and play safely, for example, taking turns on the climbing equipment.
- Pupils demonstrate self-discipline as they move around the school under indirect supervision. They follow well-planned routines, including in the lunch halls, where they are sensible. Time is not wasted moving between activities.
- A small number of pupils are less self-disciplined when work is too hard and they are not supported effectively, or where teaching is less engaging. At these times, these pupils occasionally distract others from their learning. However, teachers manage the behaviour of pupils in lessons well.
- Attendance is above the national average. Few pupils are persistently absent, and there are no significant differences between the attendance rates of different groups of pupils.

Outcomes for pupils

require improvement

- The proportion of pupils over the last few years who have reached expected levels in reading, writing and mathematics by the time they leave the school has been lower than the national average. Taking into account pupils' starting points when they left their infant school, this is not good enough. Too many pupils go onto secondary school still needing to catch up.
- Pupils currently in Year 6 are doing no better than previous cohorts of pupils, because improvements in teaching have been too late to help pupils who have fallen behind to reach the expected standard.
- The vast majority of pupils across all year groups make expected progress, but too few make more than expected progress in any year group or subject. This includes those pupils with low prior attainment who need to catch up, and the most able who ought to reach higher levels, but do not.
- With few exceptions, the gaps in achievement between disadvantaged pupils and others are not closing.
- Too many pupils who have special educational needs or disability do not catch up with their classmates because the support that teachers and teaching assistants provide is largely not effective enough.
- There are signs of improving progress evident in school assessment information and pupils' workbooks throughout the school, especially in mathematics, which has been the weaker subject over the last few years. This is because of improvements in teaching this year.

School details

Unique reference number	117978
Local authority	East Riding of Yorkshire
Inspection number	10011985

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

Type of school	Junior
School category	Voluntary controlled
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	364
Appropriate authority	The governing body
Chair	Jane Bradshaw
Executive headteacher	Karen Wood
Telephone number	01482 648082
Website	www.allsaints-jun.org.uk
Email address	allsaintsce.federation@eastriding.gov.uk
Date of previous inspection	6–7 March 2014

Information about this school

- All Saints Church of England Voluntary Controlled Junior School is larger than the average-sized junior school.
- In January 2016, the school federated with the neighbouring infant school. Both schools are now governed by a single governing body and jointly led by an executive headteacher.
- The vast majority of pupils are of White British heritage. Very few pupils speak English as an additional language.
- The proportion of pupils supported by the pupil premium is just below the national average. The pupil premium is additional government funding for disadvantaged pupils known to be eligible for free school meals and for children who are looked after by the local authority.
- The proportion of pupils who have special educational needs or disability is just below the national average.
- The school meets the current floor standards. These are the minimum expectations of pupils' achievement in English and mathematics set by the government.
- The school does not meet requirements on the publication of information on its website about: admission arrangements, examination and assessment results, aspects of the curriculum, the behaviour policy, details about how the pupil premium is spent, details about how the physical education and sports funding is spent, aspects of special educational needs, aspects of governance, the charging and remissions policy, and statements of ethos and values.

Information about this inspection

- Inspectors visited all classes at least once, some of these with school leaders, to observe pupils' learning.
- Pupils were questioned about their learning and what it is like to be a pupil at All Saints. Inspectors scrutinised pupils' workbooks and listened to a number of pupils read. Pupils' behaviour was observed around the school, including at breaktimes and at lunchtime.
- Discussions took place with the headteacher, senior leaders, teachers, members of the governing body, a representative from the local authority, a representative from the diocese, and a national leader of education who has been supporting the school.
- Inspectors questioned parents at the start of the school day and analysed the responses of parents to Ofsted's online questionnaire, Parent View.
- The inspectors analysed responses to the staff questionnaire. There were no responses to the pupils' questionnaire.
- Documents were analysed, including school development plans, governing body minutes and information about pupils' achievement.
- Records relating to behaviour, attendance and safeguarding were scrutinised.

Inspection team

Philip Riozzi, lead inspector	Her Majesty's Inspector
James Reid	Ofsted Inspector
Susan Twaits	Ofsted Inspector

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Store Street
Manchester
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