

All Saints Church of England Voluntary Controlled Infant School, Hessele

Northolme Road, Hessele HU13 9JD

Inspection dates

8–9 May 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- The interim executive headteachers have instilled a clear vision of high expectations for the school. Leaders have rapidly addressed the areas for improvement since the previous inspection.
- The highly skilled deputy headteachers have been instrumental in leading the improvement in the quality of teaching and behaviour across the school. Teaching is now more consistent and is having a positive impact on pupil outcomes.
- The recently established governing body is very well informed and provides effective support and challenge to leaders. Governors have an astute understanding of their role.
- The quality of teaching and assessment is good. Teachers have good subject knowledge and pitch activities to ensure challenge for all pupils. However, at times pupils can be confused when explanations lack clarity.
- The curriculum is broad and balanced and is enhanced by visiting speakers and a range of trips and visits. British values are fostered well, although further work is required to deepen and develop pupils' understanding of other cultures.
- Children in the early years make an excellent start to school. They develop very strong attitudes to learning and show determination and resilience to succeed. This is especially evident in their love and passion for independent writing.
- Leaders target additional funding well to raise outcomes for disadvantaged pupils. There is very little difference in the progress of this group and that of other pupils in school. However, too few disadvantaged pupils reach the higher standards.
- The progress of pupils with special educational needs and/or disabilities (SEND) is variable because the impact of interventions is not fully evaluated. Consequently, further support lacks precision.
- Pupils behave well and show good attitudes to learning. They are well mannered, respectful and kind to each other. Pupils who spoke with inspectors said that they always feel safe and enjoy coming to school.

Full report

What does the school need to do to improve further?

- Extend the influence of leaders on the achievement of specific groups of pupils by:
 - checking closely on the quality of provision for pupils with SEND and using evaluations to plan further support for these pupils
 - ensuring that effective teaching enables more disadvantaged pupils to reach the higher standards.
- Further improve the quality of teaching by ensuring that:
 - teachers provide consistently clear explanations at the beginning of tasks
 - pupils accurately use basic skills such as capital letters and full stops in their writing.
- Deepen pupils' knowledge and understanding of cultural differences.
- Embed the improvements in the early years to ensure that the proportion of children achieving a good level of development continues to rise.

Inspection judgements

Effectiveness of leadership and management

Good

- Since the executive headteachers were appointed in September 2018, they have effectively addressed pressing issues and swiftly improved the school. They have stabilised the staffing situation and created a new leadership structure. These strategies are having a positive effect on the quality of teaching and learning.
- The executive headteachers, supported by the highly skilled deputy headteachers, have raised expectations of what pupils can achieve. Senior leaders have set the bar high to improve the quality of teaching and outcomes for pupils. They have been successful in harnessing the support of staff, pupils, parents and carers to move the school forward.
- Leaders know their school well. They have accurately identified the areas for improvement and can demonstrate that their actions are having a positive impact on the progress and attainment of the pupils. They recognise those areas of the school's work which still need to improve further and are taking effective steps to address these.
- The leadership of teaching and learning has been central to the school's work and has brought about improvements in pupils' progress and attainment. Teachers have successfully risen to the challenges of higher expectations. Effective checks on the quality of teaching and learning accurately identify whole-school training needs, as well as those for individual members of staff.
- Leaders carefully evaluate the progress of each pupil and put effective improvement plans in place to enable them to improve their learning. Pupils' progress and attainment has improved markedly because leaders effectively identify areas of support to meet pupils' learning needs.
- Middle leaders are clear about their roles and responsibilities and since September they have exerted more influence on the quality of teaching in their subjects. Middle leaders now have a secure understanding about the strengths and areas for improvement and are now having a direct impact on improving outcomes for pupils.
- The science leader has worked extremely hard to ensure that there is clear progression of knowledge and skills across the school. Science has become memorable through highly effective changes to teaching that engages and sustains pupils' interest and application. Pupils say they now love science and recall meaningful learning such as star-gazing, when they saw Mars and were able to describe the moon.
- Leaders' perceptive actions are improving progress made by current disadvantaged pupils across the school. They review regularly how this funding is used to ensure that it helps these pupils to achieve their potential. As a result, disadvantaged pupils make good progress from their starting points, although too few reach the higher standards in their learning.
- The school curriculum is carefully planned so that activities enthuse pupils and motivate them. As a result, pupils make strong gains in their learning across a wide range of subjects. In Year 2, for instance, pupils thoroughly enjoyed learning about kings and queens and could confidently talk about different monarchs from the past.

- The sports leader has a clear vision for developing active pupils across the school. She worked with pupils to establish a sports track, which is used by pupils when they run the daily mile. This has proved hugely popular with pupils, who proudly told inspectors how far they had run during lunchtime.
- The majority of parents who responded in writing or spoke to inspectors were overwhelmingly supportive of the school. One parent said, 'There have been massive improvements across the school since September. There is a huge focus on attainment with great results. Fun has been injected back into school with a passion. Parents are encouraged to participate in school now. We're so happy.' However, a small minority of parents still say communication could be improved.
- Leaders have made good use of the support from the local authority, the diocese and Ebor Academy Trust. This support has contributed significantly to the improvement in teaching and learning across the school.
- Staff who spoke with inspectors recognise the positive recent changes to the school. They say they feel valued, with one saying, 'It's a pleasure to work here.' Support for newly qualified teachers is effective. These staff say that they are given appropriate training and support. They are proud to work at this school.

Governance of the school

- Since September 2018, there have been significant changes to the governing body, with several new governors and a new chair in place. The governing body is now highly skilled, with members offering high quality support and challenge.
- Governors share senior leaders' commitment to continuous improvement. They visit the school regularly to check on different aspects of its work and to ensure that they keep well informed about its effectiveness.
- The strong and open working relationship between school leaders and the governing body provides a very effective partnership to ensure that decisions and actions are clearly focused on improving outcomes for pupils. The impact of their combined efforts can be seen in the improvements in the school since September 2018.
- Governors check safeguarding arrangements at the school effectively. They are aware of local safeguarding risks and keep up to date with national safeguarding issues. Their close attention to detail and in-depth understanding of safeguarding allows them to ensure that leaders have effective policies and procedures in place and that they are implemented consistently.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders ensure that all staff are trained and knowledgeable in keeping children safe. They have created a culture where safeguarding is everybody's responsibility and staff know how to protect pupils. Pupils know who to go to if they have a problem and express confidence that adults will help them sort things out.
- Recruitment checks on staff are compliant with current regulations to ensure that all

adults at the school are suitable to work with children. Leaders ensure that the recruitment of new staff is carried out thoroughly. Governors and the local authority carefully and regularly check that leaders maintain these records and procedures effectively, and this ensures that they are fit for purpose.

- Leaders work very well with external agencies to provide support for pupils and families who need it. Leaders keep exceptionally well-detailed records that ensure that support is tracked and delivered effectively, as agreed with parents and the relevant agencies.

Quality of teaching, learning and assessment

Good

- Teachers' expectations of what pupils can and should achieve have been raised since the previous inspection. Pupils respond well to the consistent approach to teaching. As a result, they are engaged in and enthusiastic about their learning.
- The deputy headteacher, responsible for teaching and learning, has been instrumental in improving the quality of teaching across the school at a rapid pace. She has astutely identified areas that needed to improve, and quickly supported all staff to develop their practice. As a result, teaching across the school is good because tasks are now well matched to the needs to the pupils. Well-planned opportunities to develop pupils' deeper understanding are built into lessons.
- The strong relationships between teachers and pupils help to create positive learning environments around the school. Pupils enjoy learning, work hard and commit to achieving their best. Pupils' positive attitudes to learning are reflected in the improving quality and depth of work seen in their workbooks. In the early years, children's attitudes to learning are exceptional.
- Teachers provide many opportunities across the curriculum for pupils to practise extended writing. Inspectors saw pupils writing detailed diary entries about the Great Fire of London as part of their history work.
- Recent changes to the school's approach to reading in key stage 1 are having a positive impact. Guided reading sessions are inspiring pupils to read challenging books from a wide range of authors and to apply what they have learned in reading to their writing.
- Pupils take care with written work and show very high standards of handwriting and presentation, responding well to teachers' high expectations. Teachers show pupils how to write well, demonstrating sophisticated punctuation and sentence structures. Pupils develop their writing well as a result of this good teaching and employ a range of writing styles and techniques effectively. However, despite this, pupils' writing still includes some inaccuracies in the use of basic skills such as full stops and capital letters.
- Teachers use questioning effectively to check how pupils are progressing in their learning and whether they understand new ideas. Teachers generally use their assessment information to plan activities that are matched to pupils' learning needs. However, at times, explanations of tasks can be over-complicated, which means that some pupils become confused.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils have positive attitudes to learning. They work hard in lessons and take pride in their work. Pupils relished the chance to share their well-presented work with inspectors.
- Pupils say that they are safe and that there are lots of adults to confide in, should they have a worry in school.
- Pupils understand that everyone in school should be respected. They show empathy to their peers who have additional needs. However, pupils do not yet have a deep understanding of cultural differences.

Behaviour

- The behaviour of pupils is good.
- Pupils are polite, courteous and well mannered. There is respect between adults and pupils, and pupils and their peers. Pupils are well behaved in and outside of lessons. They move around the building carefully and with care for others.
- Behaviour throughout the school is good. The atmosphere in classrooms is purposeful. Most of the time pupils are calm, remain focused on their work and concentrate well. Teachers have high expectations for pupils' behaviour, to which pupils respond positively.
- Pupils told inspectors that there is no bullying at the school and say that they are confident that adults will deal with any concerns that may arise. They said that most pupils are well behaved and one pupil said, 'I know right from wrong.'
- The pastoral team provides strong support for families. They have worked extremely hard to engage families and as a result pupils' attendance is improving. The number of pupils who are frequently off school is also reducing quickly; this is especially the case for disadvantaged pupils.
- Pupils' behaviour during playtimes is harmonious and calm. Even during wet play, pupils were observed dancing, playing games and creating their own activities in a sensible manner.

Outcomes for pupils

Good

- Leaders have successfully tackled previous underachievement and have ensured that pupils make good progress during their time at the school.
- In 2018, the proportion of pupils reaching the expected standards in reading, writing and mathematics at key stage 1 had declined from previous years. However, as a result of very strong leadership and improved teaching, learning and assessment,

pupils' achievement has improved markedly. Current evidence shows that proportions of pupils achieving the expected standard in reading, writing and mathematics are above average, with a greater proportion achieving the higher standards than in previous years.

- The school's own assessment information shows that disadvantaged pupils are making good progress from their starting points. Teachers know who disadvantaged pupils are and funding is spent appropriately to address their barriers to learning. However, there is still some work to do to ensure that more disadvantaged pupils achieve the higher levels.
- Pupils with SEND make variable progress from their starting points. The inclusion leader tracks their progress and any special help put in place but the impact of this is not evaluated well enough to be able to accurately plan further support.
- Outcomes in phonics are consistently strong. The proportion of pupils who achieve the expected standard in the Year 1 phonics screening check is in line with the national average. Those pupils who did not pass the phonics screening are supported to catch up quickly.
- Leaders' records on the progress of current cohorts of pupils show that the strategies in place to improve pupils' outcomes are effective. The results of assessments conducted during the spring term, as well as pupils' work in their books, provide evidence that the vast majority of pupils are making good progress across English and mathematics. Where pupils are making less progress, leaders are putting support in place to help pupils to catch up rapidly.
- A love of reading is embedded in the school. Pupils read widely and often and talk about a variety of authors whose books they have read.

Early years provision

Good

- The early years leader, appointed in September 2018, has been quick to act to improve the provision. She demonstrates strong leadership and has created a well-motivated team. She has a detailed understanding of the strengths in the early years, but also knows where further development is needed. Teaching and learning are consistently good, with some being outstanding across the early years.
- High expectations and very well-established routines lead children to develop excellent attitudes to learning. Children's learning needs are well met by high-quality teaching both in the indoor classroom and outdoors. Teachers plan activities that are motivating, challenging for all pupils and follow children's interests. All members of staff are highly effective in their promotion of speaking and listening.
- Children in the early years want to write. Inspectors observed children desperate to write independently for real purposes, including writing thank-you letters to a parent who visited to describe his job as a train driver. Some children were observed writing for up to 40 minutes, making sure that the letter was the best it could be, before proudly sharing it with adults in the room. In addition, boys were observed choosing a writing activity of labelling their superhero vehicle and writing a book about animals. These choices did not happen by chance – the children were inspired to write because

of the well-thought-out provision that was put in place to inspire children to want to write.

- At the end of the Reception Year in 2018, the proportion of children achieving a good level of development was lower than the national average. However, inspection evidence clearly shows that current children are doing very well, and current achievement is improving considerably.
- Pupils are exceptionally curious and show a love of learning that enables them to be very successful learners. They enjoy learning about a wide range of subjects and are very keen to know more. They share their curiosity with those around them and work well in groups, developing whatever they happen to be learning particularly well.
- Relationships between staff and children are strong. All adults show patience, care and sensitivity. Children are happy, confident and safe. Children flourish because their relationships with staff are consistently warm and positive. Routines are well established and children feel secure because they know exactly what is expected of them. Children's many achievements are noticed and praised frequently. As a result, the early years is a happy and nurturing place for children to learn.

School details

Unique reference number	117979
Local authority	East Riding of Yorkshire
Inspection number	10059074

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

Type of school	Infant
School category	Primary controlled
Age range of pupils	3 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	333
Appropriate authority	The governing body
Chair	Mrs Lisa Cowen
Interim Executive Headteacher	Mr Dave Barber
Interim Executive Headteacher	Mrs Jeanette Sutherland
Telephone number	01482 648082
Website	www.allsaintscefederationhessle.co.uk
Email address	allsaintsce.federation@eastriding.gov.uk
Date of previous inspection	23 May 2018

Information about this school

- The school is a larger than the average-sized infant school.
- The proportion of pupils with SEND is below average.
- The large majority of pupils are White British. The proportion of pupils who speak English as an additional language is below average.
- The school's interim executive headteachers are working closely with Ebor Academy Trust, with a view to joining the trust by September.

Information about this inspection

- The inspection team observed teaching and learning across all year groups.
- Inspectors held meetings with the interim executive headteachers, deputy headteachers, governors and school staff, including middle leaders, and met with a representative from the local authority and the diocese.
- The inspection team observed the school's work and looked at pupils' workbooks, information on pupils' attainment and progress, curriculum planning and records of behaviour and safety. Inspectors also looked at the minutes of governing body meetings, the school website and safeguarding documentation that included mandatory checks made on the recruitment of new staff.
- Discussions were held with pupils in key stage 1, and informal conversations took place during lessons.
- The inspection team listened to pupils read and talked to them about the books they enjoy.
- Inspectors took account of the 25 responses to Ofsted's online parental questionnaire, Parent View, and 21 free-text responses. In addition, inspectors spoke with parents informally at the start of the school day.
- Inspectors took account of the 17 responses to the staff questionnaire.

Inspection team

Eve Morris, lead inspector	Ofsted Inspector
Adrian Fearn	Ofsted Inspector
Beverley Riddle	Ofsted Inspector

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