



# All Saints Church of England Voluntary Controlled Junior School, Hessle

Inspection Report

**Unique Reference Number** 117978  
**LEA** East Riding of Yorkshire  
**Inspection number** 280202  
**Inspection dates** 6 June 2006 to 7 June 2006  
**Reporting inspector** Mrs Lynne Read

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

<b>Type of school</b>	Junior	<b>School address</b>	Northholme Road
<b>School category</b>	Voluntary controlled		Hessle
<b>Age range of pupils</b>	7 to 11		HU13 9JD
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01482 648082
<b>Number on roll</b>	430	<b>Fax number</b>	01482 627653
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs Hazel Andersen
<b>Date of previous inspection</b>	1 March 2000	<b>Headteacher</b>	Mr Phil Williamson

<b>Age group</b> 7 to 11	<b>Inspection dates</b> 6 June 2006 - 7 June 2006	<b>Inspection number</b> 280202
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## **Introduction**

The inspection was carried out by three Additional Inspectors.

## **Description of the school**

All Saints is a very large junior school. Pupils come from a wide range of backgrounds and a significant proportion of families have the support of social services or other agencies. The proportion of pupils claiming free school meals is, however, below average. When they enter Year 3, the pupils' attainment is broadly average overall and the proportion of pupils with learning difficulties and/or disabilities is around average. The majority of pupils come from White British backgrounds, although a few are of Asian or European heritage.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 3**

All Saints is a satisfactory school which is improving and which gives satisfactory value for money. The school listens to pupils' and parents' views. In the returned questionnaires, parents' opinions show great confidence in the headteacher and his staff and commend the 'caring and supportive environment' of the school.

The school's main strengths lie in pupils' personal development and the care and support the school provides, especially for vulnerable pupils, through excellent home-school links. Pupils feel safe in school, enjoy their lessons and their attendance is above average.

Leadership and management are satisfactory. The headteacher's strong leadership and clear vision result in good teamwork amongst the staff. The leadership team is working hard to raise standards and has improved teaching and management in order to achieve this aim. These improvements include a more effective monitoring of the quality of teaching and learning, improved tracking of pupils' progress and higher expectations of achievement. As a result of these measures, the pupils are making better progress. The recent improvements show clearly that the school has the capacity for future sustained improvement.

Pupils' achievement is satisfactory. They make steady progress and reach average standards, although standards still vary too much between subjects. Standards in English have risen consistently in recent years and are average. In mathematics and science, however, they dipped in 2005 to below average. The inspection shows that progress is now satisfactory in mathematics. But it is still not good enough in science, especially for the more able pupils, and standards could be higher still with better teaching of experimental and practical work. On the other hand, the pupils with learning difficulties and/or disabilities are well taught, make good progress and generally reach the standard expected in the Year 6 tests. Teaching and learning are satisfactory overall and are good in English and for pupils with learning difficulties and/or disabilities. The marking of pupils' work is effective in English, but in mathematics and science the teachers do not show the pupils well enough how to improve their work. Although the basic skills of literacy and numeracy are taught effectively, there are not enough opportunities for pupils to practise and apply their computer skills when studying other subjects.

### **What the school should do to improve further**

In order to continue the drive for improvement, the school should:

- raise standards of the more able pupils in science
- extend pupils' use of computers in all subjects across the curriculum
- extend the good quality marking of pupils' work in English to mathematics and science.

## **Achievement and standards**

### **Grade: 3**

The pupils' overall achievement is satisfactory. The school makes a formal assessment of pupils' standards in the first few weeks of Year 3. Although the assessment indicates broadly average standards at entry, it also reveals that a good proportion of the pupils have not reached the level expected for their age and that few of them have exceeded that level. Overall, pupils make satisfactory progress in Years 3, 4, 5 and 6 and reach average standards in Year 6. Pupils with learning difficulties and/or disabilities make good progress and the great majority of them reach the standards expected for their age in Year 6. Although pupils' progress is improving, the school recognises that, across the four years, it could be even better. This is particularly the case in science. In reading and writing, pupils make consistently satisfactory progress. The Year 6 test results in mathematics and science dropped to below average in 2005, mainly because too few pupils exceeded the level expected for their age, although several pupils only narrowly missed doing so. In science, pupils' skills of experimentation and investigation and their technique in answering questions are weaknesses which hold them back. The new leadership team reacted swiftly to the 2005 fall in test results, improving teaching through better assessment procedures, working to improve pupils' writing skills in science, and generally raising teachers' expectations of their pupils. These improvements in teaching have led to more rapid progress. The school's records and the inspection's examination of pupils' written work show that more pupils are now working above the expected level in mathematics, but there is still scope to increase these numbers in science. Careful grouping of the pupils in their classes is helping to boost the attainment of girls, which was lower than those of the boys but now equals them.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development is good and is a strength of the school. Behaviour and attitudes to school are good. Very occasionally, pupils lose concentration in lessons but, for the most part, they work hard. Pupils' spiritual, moral, social and cultural development is good. Strong links with the church and thoughtful discussions help to develop pupils' spirituality well. Pupils take advantage of the many opportunities provided for them to learn, exercise and play together, which adds much to their social development. They are keenly aware of their responsibilities within the school community and try hard to keep to the school's very own 'care code promise'. Pupils respect views and beliefs different from their own but have only a little understanding of the different cultures and lifestyles in modern British society. The school teaches basic skills of literacy and numeracy thoroughly so that pupils are prepared effectively for the next stage of their education. In recognition of this, the school has been awarded the Basic Skills Quality Mark.

## Quality of provision

### Teaching and learning

#### Grade: 3

Teaching is satisfactory overall and improving. Although the inspectors frequently saw good teaching in individual lessons, teaching is not yet consistently good and the teaching of investigational science, in particular, needs improvement. Typical strengths lie in the sharing of the aims of the lessons with pupils and the positive relationships between adults and learners. Lessons are mostly brisk, purposeful and engage pupils' interest by including a mixture of practical activities and written tasks.

Pupils' work is always marked but the approach is inconsistent. Where standards are highest, for example in English, marking is very effective, acknowledging what has been done well and how the pupils can improve, often involving the pupils themselves in the evaluation of their own work. However, this good practice does not yet extend to mathematics and science. Pupils have good opportunities to practise their basic skills of literacy and numeracy in other subjects but this is not the case with computing skills.

### Curriculum and other activities

#### Grade: 3

The curriculum is satisfactory and is planned to meet the needs of pupils of different levels of attainment. In recognition of this, the school was awarded the local authority's Inclusion Gold Mark. Provision for pupils with learning difficulties and/or disabilities is very well organised. Pupils say they especially enjoy learning to be young scientists, using their library skills and the processes of designing and making. Good attention is paid to pupils' personal and social development. For example, pupils have a good understanding of healthy diets and lifestyles. The curriculum is well enriched by visits out of school, experts coming into school and an annual residential visit. The provision of activities out of school hours is interesting but not extensive.

### Care, guidance and support

#### Grade: 2

Care, guidance and support of pupils are good. Child protection arrangements are comprehensive and the provision for vulnerable pupils is exemplary. Their needs are constantly assessed. Counselling for pupils is provided together with a support service for families and extremely close links with outside professional agencies. This is part of the school's drive to be inclusive and reduce the impact of factors that might be obstacles to learning. Health and safety arrangements are effective. Categories of risk are prioritised and minimised, and the pupils themselves are involved, which helps them to develop an awareness of safety issues. Pupils consider staff approachable and effective in dealing with situations in which they feel uncomfortable. They value the opportunities they have to discuss issues in circle times or to record concerns discretely in their learning logs. The class teachers monitor their pupils' progress very effectively

and set personal targets for them in English and mathematics. This guidance is much valued by the pupils who refer constantly to their detailed targets, which are well-thumbed and dog-eared.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory overall. The headteacher, effectively supported by the new senior leadership team, provides good leadership. The school's evaluation of its effectiveness is more generous than that of the inspectors. This is because the school's judgements tend to concentrate more on the quality of provision rather than outcomes, such as pupils' achievement. Nevertheless, the school has effectively identified what needs to be improved in its development planning and has already made some important improvements in management. These include better monitoring of the school's work, improved tracking of pupils' progress and higher expectations of what pupils can achieve. Although there has not yet been enough time to see the impact of the improvements on national test results, pupils are now making better progress. These improvements show that the school has the potential for further improvement.

The school runs efficiently. There is a strong sense of pride and determination amongst the staff. Administration, maintenance and catering are all of a high standard. Financial control is very effective, providing a stimulating and comfortable learning environment together with high quality resources.

The school's governance is satisfactory. The governors are a well informed and supportive group who have a good range of expertise. They are well led by their Chair and Vice-Chair and have a sound working knowledge of the school. They are keen to develop their role in monitoring and evaluating the school's work further. All statutory requirements are met and governors ensure that all pupils are fully included in all that the school has to offer.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## Text from letter to pupils explaining the findings of the inspection

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All Saints Church of England Voluntary

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6 June 2006

Dear Pupils

Thank you for welcoming me and my two colleagues to your school to carry out the inspection. You gave us some very good help and, in return, I would like to share the report with you.

All Saints is a very welcoming school. Your attitudes and behaviour are good and you take good care of each other. You enjoy your lessons and work hard. Well done; you are a credit to your school and families.

The headteacher and staff work very hard to make sure you are safe and happy. It is good to see the respect between you and the adults who teach you, and we know that you enjoy your teachers' sense of humour. Your parents are also very pleased with all that the school offers.

Over the last few years, you have been achieving better results in your tests. We agree with your teachers that you can do even better, especially in science, so we have asked them to help you do so. We know how much you enjoy your lessons and are sure that you will be eager to rise to these new challenges. You have improved your work with computers and now we think you could use your skills more often in lessons. We were impressed with the way your work is marked, how you follow your teachers' suggestions on how to improve in English and the way you check your own work in that subject. It would be good to see the same systems for mathematics and science so that you can be more involved in your own learning in those subjects too.

Thank you once again for your friendly welcome. There is a great deal about your school of which you and the staff should be proud. Please accept my best wishes for the future.

Yours faithfully

Mrs L Read

Lead Inspector