

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

Inspection report

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<b>Unique Reference Number</b>	117979
<b>Local Authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	339116
<b>Inspection dates</b>	1–2 March 2010
<b>Reporting inspector</b>	Lesley Clark

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	288
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Graham Marshall
<b>Headteacher</b>	Mrs Ann Kavanagh
<b>Date of previous school inspection</b>	25 January 2007
<b>School address</b>	Northolme Road Hessle HU13 9JD
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited saw nine teachers teach and visited 14 lessons in total. They held meetings with the Chair of the Governing Body, teaching and support staff and groups of pupils, including school council members, a group of Year 2 boys with their work and boys and girls from a Key Stage 1 group. They also talked informally with parents and carers at the start and end of the school day. They observed the school's work, and looked at a range of documentation, including paperwork and policies relating to safeguarding, pupils' reading and writing, records of younger children's progress and development, the school improvement plan, reports from the local authority, questionnaires submitted by school staff and 73 completed questionnaires from parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the achievement of boys, especially in English
- how well assessment and indoor and outdoor provision are used to help children in the Early Years Foundation Stage make progress
- whether the quality of teaching, learning and assessment are consistent in Key Stage 1
- whether pupils with special educational needs and/or disabilities make good progress.

## Information about the school

All Saints Church of England Infant School is a little larger than the average primary school. Almost all pupils are White British. The proportion of pupils with special educational needs and/or disabilities is smaller than average. The proportion of pupils known to be eligible for free school meals is below average. The Early Years Foundation Stage includes part-time Nursery provision. Children are admitted to the Reception classes at the start of each term. Temporary staff are employed to teach additional Reception classes as needed. The school has staffing difficulties, with long-term and intermittent staff absences by senior and other staff. The local authority is giving intensive support to the school. The school holds the Activemark and Healthy Schools Awards.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

## Inspection judgements

**Overall effectiveness: how good is the school?**

**4**

**The school's capacity for sustained improvement**

**4**

## Main findings

In accordance with Section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

The school has made insufficient progress since the last inspection. Weaknesses identified at that time remain issues for the school. The school is also slow to act on recommendations made by the local authority concerning the Early Years Foundation Stage provision, curriculum development and monitoring teaching and learning. The school is not yet in a position to demonstrate its effectiveness in addressing these issues because its self-evaluation procedures are not robust and have little impact.

Leaders and managers do not check the work of the school with sufficient rigour and so teaching quality and pupils' progress vary widely from class to class. The quality of teaching is inadequate, despite pockets of good practice. This means that pupils make inadequate progress in their learning. Although pupils' attainment is close to average at the end of Year 2, standards are not as high as they should be given pupils' starting points. Significant groups of pupils underachieve. This is because teachers underestimate the capabilities of the more-able pupils and the pupils of average ability, and do not match work well enough to their needs. This has an adverse impact on boys' learning in particular, especially their reading and writing. The provision in the Early Years Foundation Stage is inadequate because children have unequal learning opportunities and the systems to ensure that they make the next steps in their learning are not rigorous enough. Pupils with special educational needs and/or disabilities make satisfactory progress. This is because they are given effective extra help, supported by satisfactory partnerships with external agencies.

Even though learning is often uninspiring, pupils are responsive in lessons and said, 'We like doing hard jobs.' Their spiritual development is good, reflecting the Christian nature of the school. Pupils are lively and articulate and keen to learn. They know what they need to do to stay safe and express their concerns with considerable maturity for their age. Their behaviour is satisfactory. The school council takes its responsibilities seriously and contributes well to the school and local community. Attendance is below average because the school has ineffective systems to ensure good attendance.

Although in the past the governing body has had too little impact on the school's direction, it is now challenging the school's slow progress in making the required changes to improve pupils' attainment. It has embarked on a suitable action plan to hold

the senior leaders to account. This has yet to have an impact. Safeguarding arrangements are inadequate. While the arrangements and policies for safe recruitment meet current regulations, the governing body has yet to ensure that all reasonable measures to help keep pupils safe are fully in place.

## **What does the school need to do to improve further?**

- Raise the attainment and improve the achievement of boys, average and more-able pupils by:
  - rigorously checking the quality of teaching and its impact on learning to improve its effectiveness and ensure consistency
  - raising teachers' expectations of pupils' capabilities
  - giving pupils more opportunities to learn actively and through discovery
  - using assessment and targets effectively to ensure that all pupils are suitably challenged and make progress at a faster rate
  - improving the curriculum so that it engages pupils and inspires them to learn.
- Improve leadership and management by:
  - monitoring and evaluating the work of the school systematically and effectively to drive and secure improvement
  - developing the role of middle leaders by clarifying their roles and responsibilities.
- Improve the provision and consistency of children's learning in the Early Years Foundation Stage by:
  - ensuring that all children have access throughout the day to outdoor learning
  - providing a wide range of indoor and outdoor learning activities to excite children's curiosity and challenge them to think for themselves
  - increasing the opportunities for children to lead their own learning
  - using regular observations and assessments of children's learning to ensure that activities take children's needs and interests into account and help them to make the next steps in their learning
  - collating observations and assessments systematically to provide a clear step-by-step record of each child's development in all areas of learning which can be shared and celebrated with parents and carers.
- Ensure that all safeguarding arrangements are robust and effective systems are used to minimise risk.
- Ensure that pupils' attendance is above 94% by putting into place with immediate effect robust systems to monitor and promote good attendance.

## **Outcomes for individuals and groups of pupils**

Pupils' achievement and enjoyment in learning is inadequate in the majority of lessons

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

because pupils largely do the same work irrespective of their ability. Although results at the end of Year 2 are broadly average, more-able pupils and those with average ability underachieve in relation to their starting points because the work is too easy for them. Pupils are keen to learn and to do well but have limited opportunity to engage in purposeful discussion or suitable learning activities. They spend more time listening to the teacher than working independently. Boys especially lose concentration because opportunities for them to ask questions, read regularly and learn actively are limited. They say, 'We're sitting down tons of times.' They are keen to read and write but do not practise skills in different contexts: using computers or interactive technology, for instance. Their attainment is below that of boys nationally. In a very small minority of lessons when more-able pupils and those with average ability are challenged to do better they make rapid progress. However, such occasions are too few. The small proportion of pupils with special educational needs and/or disabilities make satisfactory progress because generally the work is at the right level for their needs.

Pupils are not as well prepared as they should be for their future lives because too many fail to attend regularly enough to allow for good learning and progress. Pupils' behaviour, while good in lessons, is less considerate in the playground partly because they have no games or equipment apart from a small number of skipping ropes. Pupils expressed valid concerns about safe practices in the playground. Pupils take on responsibilities willingly and are keen to promote eco-awareness through recycling waste and 'closing doors to keep the heat in'. They have too few opportunities to develop an awareness of the world beyond the local community.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>4</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>3</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>3</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>4</b>
Taking into account: Pupils' attendance <sup>1</sup>	4
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

## How effective is the provision?

Too many lessons are inadequate or barely satisfactory. The main weaknesses are low expectations, too little time for pupils to learn actively and independently, limited use of up-to-date technology as a teaching aid and ineffective questioning to promote learning. The level of challenge for the more-able pupils, the pupils of average ability and boys is often inappropriate. In the small minority of successful lessons teachers ensure that pupils build on what they know and understand and have the opportunity to explain what they found easy or hard. These lessons make good use of role play and paired discussions to bring learning alive. In most classes, teachers do not use marking, assessments, targets and pupils' assessments of their own learning consistently enough to help pupils make good progress.

The curriculum is under review with support from the local authority. However, the school has yet to put its plans into action. At present, the curriculum is not sufficiently matched to pupils' needs, interests and aspirations to ensure that all groups achieve as well as they are able. It does not link subjects creatively together to enliven pupils' learning and enable them to learn extensively through finding things out for themselves. There is a satisfactory range of educational visits and visitors to school.

Care and support systems have significant shortcomings which mean that some groups of pupils do not thrive in their learning, development or well-being. These relate to attendance and safeguarding procedures and result in undue anxiety by some pupils as well as persistent absenteeism. Currently, systems to check on absences are lax and systems to support absentees and their families have not yet been actioned. Staff have good relationships with pupils, and teaching assistants give effective additional support where it is needed, especially for pupils with special educational needs and/or disabilities or those who need help settling into school.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>4</b>
Taking into account: The use of assessment to support learning	4
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>4</b>
<b>The effectiveness of care, guidance and support</b>	<b>4</b>

## How effective are leadership and management?

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Leaders and managers are not taking effective steps to drive and secure improvement, despite considerable support from the local authority. They do not focus the school's efforts on priorities. The school does not use target setting effectively to raise teachers' expectations and improve outcomes for pupils. Although some monitoring of teaching and learning has been undertaken with the local authority, the school has not kept this up and so inconsistencies in teaching and other provision remain and hamper pupils' progress. As a result, pupils do not have equal opportunities to succeed because leaders and managers do not have relevant insight into the performance of different groups of pupils and so cannot tackle discrimination effectively. Middle leaders are underused. They do not have clear roles and responsibilities and have limited involvement in checking pupils' learning. For example, action plans, such as those to engage boys and improve their reading, have been postponed indefinitely. The school does not have clear systems to ensure the well-being of all pupils, including those who are excluded or persistently absent. This means that it acts too slowly when safeguarding issues and urgent recommendations are brought to its attention. Statutory requirements in terms of vetting adults and child protection procedures are met because the governors carry out their duties in relation to these aspects punctiliously. They ask the right questions, challenge the slow progress on identified areas and are directly involved in setting appropriate priorities to secure improvement. Their impact is hampered because agreed actions are not completed by senior leaders. For example, despite support, training and advice from the local authority and the diocese, the school does not plan or evaluate its contribution to community cohesion either within or beyond the school. The governing body has the most impact on the Christian ethos of the school, which is a strength.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>4</b>
Taking into account: The leadership and management of teaching and learning	4
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>4</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>4</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>4</b>
<b>The effectiveness of safeguarding procedures</b>	<b>4</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>4</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>4</b>



## Early Years Foundation Stage

The Early Years Foundation Stage does not operate as a cohesive unit with a shared set of aims and approaches to ensure good-quality learning experiences for all children. Each class operates independently. Teaching quality ranges from good to inadequate. The use of assessment is similarly inconsistent. This is because initiatives activated by the Early Years Foundation Stage leader are only partially adopted. Currently, observations of children's learning are not often used systematically or sufficiently in all classes to ensure that children make the next steps in their learning. Observations are not collated in an accessible form for parents and carers to gain a clear idea of the progress their children make in all areas of learning. 'My special observation book' is used successfully in one class to involve parents and carers in writing about their children's learning at home. Opportunities for children to lead their own learning, moving between indoors and outside, also vary from class to class. When these are used successfully children's learning comes on apace, as when children made muddy footprints on large sheets of paper and then examined the different shapes and patterns. All too often, though, adults lead children's learning both inside and outdoors, organising small groups rather than watching, questioning and facilitating learning. Children show they are very capable when learning activities stimulate their curiosity and prompt them to work things out for themselves. Standards are close to average on entry and two thirds of children are working within expected levels at the start of Year 1. Children's progress is uneven because leaders and managers have not successfully secured a team approach to ensure that all children make progress at a good rate and have equal opportunities to learn at their own pace through pursuing their interests.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>4</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	4
The quality of provision in the Early Years Foundation Stage	4
The effectiveness of leadership and management of the Early Years Foundation Stage	4

## Views of parents and carers

While parents and carers are generally happy with the school, a sizeable minority express concerns about their children's progress, the leadership and management of the school and the information they receive to help them support their children's learning. They also feel that the school is not as welcoming to parents and carers as it should be. The inspectors agree with these views.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at All Saints Church of England Voluntary Controlled Infant School, Hessle to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 73 completed questionnaires by the end of the on-site inspection. In total, there are 288 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	36	49	34	47	3	4	0	0
The school keeps my child safe	36	49	34	47	3	4	0	0
The school informs me about my child's progress	16	22	42	58	9	12	2	3
My child is making enough progress at this school	20	27	43	59	5	7	0	0
The teaching is good at this school	28	38	38	52	2	3	0	0
The school helps me to support my child's learning	24	33	38	52	7	10	0	0
The school helps my child to have a healthy lifestyle	33	45	36	49	2	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	18	25	39	53	11	15	0	0
The school meets my child's particular needs	22	30	47	64	1	1	0	0
The school deals effectively with unacceptable behaviour	14	19	50	68	6	8	0	0
The school takes account of my suggestions and concerns	17	23	38	52	11	15	0	0
The school is led and managed effectively	17	23	40	55	8	11	4	5
Overall, I am happy with my child's experience at this school	28	38	40	55	2	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



3 March 2010

Dear Pupils

Inspection of All Saints Church of England Voluntary Controlled Infant School, Hessle, Hessle, HU13 9JD

Thank you for your friendly welcome to the inspection team. We enjoyed talking to you, looking at your work and seeing you in the playground. We especially wanted to thank the three groups of children who showed us their work and talked to us about the school. We think the school council does a good job and makes sensible suggestions. Pupils' behaviour is satisfactory, but it is better in lessons than in the playground.

Your school needs help to make it better and so it has been placed in 'special measures'. This means extra support will be given to the school and inspectors will visit regularly to check whether things are improving. This is what is going to happen and these are the reasons why.

- Those of you who find learning easy need to do much harder work, but in a more enjoyable way so you are not sitting on the carpet for a long time.
- Children in the Nursery and Reception classes should spend most of their time choosing what they do both inside and outside and it must be like this in every class so they all get the same opportunities to learn actively.
- The leaders and managers of your school must check everything very carefully to make sure that you are all taught well and learn as well as you possibly can.
- Those of you that do not come to school every day need to, so you do not miss anything and when you are away your school must check right away where you are and why you are absent.
- Some of you told us about your playground worries and we think you are right to be concerned. I have asked your headteacher to improve things straightaway.

I hope you enjoy all the changes that will come. You can all help by working hard, asking lots of questions and those of you who have often been absent must come to school every day that you are well.

Yours sincerely

Mrs Lesley Clark

Lead inspector

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