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Karen Wood
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Dear Miss Wood

Requires improvement: monitoring inspection visit to All Saints' Church of England Junior School

Following my visit to your school on 20 November 2017, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in May 2016. It was carried out under section 8 of the Education Act 2005. At its section 5 inspection before the one that took place in May 2016, the school was also judged to require improvement.

Senior leaders and governors are not taking effective action to tackle the areas requiring improvement identified at the last section 5 inspection in order to become a good school.

The school should take further action to:

- review the roles and responsibilities of all senior staff, including that of the executive headteacher and deputy headteacher, so that staff have clarity over lines of accountability
- urgently improve communications between leaders and teachers so that staff understand their collective responsibility and the part they have to play in improving the school
- swiftly improve the day-to-day quality of teaching that pupils receive, ironing out inconsistencies, so that pupils' progress quickly accelerates
- address the gaps in provision for disadvantaged pupils so they make the rapid

progress of which they are capable

- ensure that pupils have sufficient planned opportunities to develop their writing across different subjects.

Evidence

During the inspection, meetings were held with you and the deputy headteacher to discuss the actions taken since the last inspection. I visited classrooms with the assistant headteacher and the leader of teaching and learning, and looked at work in pupils' books. I was able to evaluate the school's development plan and look at reports by external agencies. Meetings were held with the local authority school improvement partner and the joint chairs of the governing body. I spoke to pupils in lessons and at lunchtime.

Context

At the time of the previous inspection, you had seven temporary teachers, who have now moved on. To fill their posts, you have appointed six new teachers, including five who qualified in 2016. You also appointed a teacher with one year's experience.

You have reorganised school leadership, introducing a new leader for teaching and learning, and put in place an assistant headteacher. The associate headteacher has recently resigned. You have appointed a new deputy headteacher with responsibility for leading religious education across the federation. You have suffered much staff absence during the period since the inspection, leading you to deploy senior leaders back in class.

Main findings

Considerable staff absence has meant that leaders have been unable to fulfil their roles to monitor, evaluate and improve the quality of teaching effectively. Leaders have had too little time to visit the classrooms of other staff or to support them appropriately.

Due to the relative inexperience of the teaching staff, it has been difficult to recruit middle leaders and so senior leaders continue to carry the lion's share of responsibility to improve teaching. So far, you and your senior leaders have struggled to bring all staff on board with your vision for the school. Staff are not all clear about the part they have to play in bringing about the rapid improvements needed to ensure that pupils get the education they are entitled to.

Although there have been some improvements to the overall quality of teaching, turbulence in staffing has meant that any gains have been temporary and too much variability in teaching remains. In 2016, pupils' progress by the end of key stage 2

was below the national average and in the bottom 20% of all schools nationally in 2017. Evidence from pupils' books and school assessment information shows that overall, current pupils are not making sufficient progress. Disadvantaged pupils continue to attain less well than other pupils do. In several classes, particularly in writing, boys are not achieving as well as the girls. Pupils' progress in different classes and subjects is inconsistent because the quality of teaching they have received over time has been too varied.

The leader for special educational needs (SEN) has recently resigned, leaving you with a gap in the management of provision for this group of pupils. Senior leaders reinforce messages regarding ensuring that pupils who have SEN and/or disabilities receive quality teaching and some pupils have made expected progress but overall, the progress of these pupils requires improvement.

In some classes, teachers' expectations of what pupils will learn is appropriate, but this is not the case in all classes. Leaders' expectations of how pupils will present their work or how much work they will produce are not sufficiently clear: pupils' books show that some are working at standards well below those expected for their age. Pupils' books also show variability in the way that teachers question their pupils, moving them swiftly on to the next level of challenge. Overall, standards are higher in mathematics, where teachers are more closely matching learning to what they understand pupils can do. In these classes, teachers are offering pupils regular opportunities to apply reasoning and to develop problem-solving skills.

Leaders and teachers have worked hard to deliver improvements to the quality of the curriculum. Pupils spoke with great enthusiasm about their learning in art and physical education, for example. They appreciate the many trips out of school. During this inspection, Year 5 pupils were seen experiencing the life of a Victorian schoolchild, dressed in Victorian attire and receiving the strict attention of their 'Victorian' teacher. Pupils spoke excitedly about the wide range of extra-curricular clubs they are now able to attend, including dance, cricket, science and a card 'trading' club. However, pupils' opportunities to practise their writing through different subjects are still limited.

External support

Quickly after the inspection, the local authority brokered the support of a national support school to support you in developing the quality of teaching and learning through school. While they had some impact on improving the practice of some teachers, their overall impact was limited due to a high turnover of staff. Last year, the local authority commissioned support through the Ebor Education Trust. The trust have recently completed an audit that recognises that work is still needed to clarify leaders' roles, to rapidly improve teaching and to develop middle leaders.

I am copying this letter to the chair of the governing body, the director of education for the Diocese of York and the director of children's services for East Riding of

Yorkshire. This letter will be published on the Ofsted website.

Yours sincerely

Lesley Butcher
Her Majesty's Inspector