

# All Saints' CofE Primary School

Inspection report

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<b>Unique Reference Number</b>	107309
<b>Local Authority</b>	Bradford
<b>Inspection number</b>	336864
<b>Inspection dates</b>	23 – 24 September 2009
<b>Reporting inspector</b>	Roger Gill

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>	Maintained
<b>Age range of pupils</b>	4-11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	322
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs V Wood
<b>Headteacher</b>	Mr P Marsh
<b>Date of previous school inspection</b>	Feb 2007
<b>School address</b>	Easby Drive Ilkley West Yorkshire LS29 9BE
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**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 15 lessons, and held meetings with staff, governors and pupils. They observed the school's work and looked at a range of evidence including the school improvement plans, the tracking system used to monitor pupils' progress, the work they were doing in their books and the questionnaires completed by parents, pupils and staff.

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

- the current attainment on entry as measured by the new Early Years Foundation Stage age-related criteria and the degree of progress made throughout the school as a result of the value added in the Early Years Foundation Stage
- did Year 6 results in 2009 continue the trend of high attainment and are current attainment and progress in Year 6 likely to be similar?
- whether pupils' learning and progress has been advantaged by developments in the curriculum and greater opportunities for higher attainers
- what the school's evaluation of its provision for community cohesion reveals.

## Information about the school

All Saints' is a larger than average school, which admits pupils mainly from Ilkley. They come from a broad range of socio-economic backgrounds. A below average proportion of pupils are eligible for free school meals, there are low numbers of pupils from minority ethnic backgrounds and very few speak English as an additional language. A below average proportion of pupils have special educational needs and/or disabilities, although the number with statements of a special educational need is more than is typical nationally. Provision in the Early Years Foundation Stage comprises a unit for children in Reception. The school holds the Artsmark Gold, Activemark, ICT Mark, Healthy School award, Investors in People and Pupils awards and the FMSIS award for financial management.

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## Inspection judgements

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

**1**

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

**1**

## Main findings

All Saints' is an outstanding school, which has been a high performer for some time. Judged as outstanding in 2007, it has since improved even more. A banner, which pupils read on their way to lessons, declares. 'There is no failure through these doors.' Governors, the headteacher, staff and pupils do everything they can to make sure that this mission is fulfilled, which is why the school's capacity to improve even more is outstanding. The school possesses an extremely positive climate in which everyone is valued for what they can offer. 'Being different, belonging together' is more than just a title in a magazine article written about the school, it is a daily reality.

One of the greatest strengths of the school is its excellent curriculum and the outstanding effect it has on pupils' spiritual, moral, social and cultural development. Fascinating opportunities for play in the excellent Early Years Foundation Stage lead onto the skilful blend of subjects into themes for pupils in Key Stages 1 and 2. Throughout the school, pupils experience relevant and meaningful tasks that combine knowledge, skills, understanding and creative fun. Owing to the engaging things pupils do, they behave superbly and develop a pride in their work. They build up a store of memories about what they do, particularly from the outward looking aspects of the curriculum. For example, the school has a well-established link with a local inner city school, which enables them to meet frequently with pupils from a minority ethnic background who have a different faith to their own. Pupils' own reflections on this link demonstrate the power of this partnership. Some pupils, when asked what they had acquired from working alongside their new friends said with mature insight, 'we are the same, but different – everyone is unique.'

The school's success in planning exciting opportunities for learning pays dividends in the attainment at the end of Year 6. Standards are consistently high each year, including those reached in 2009 and by pupils currently at the top of the school. This represents continually outstanding achievement in terms of learning and progress by all pupils including those with special educational needs and/or disabilities. Indeed, many of the pupils with the most discernible special educational needs make remarkable progress owing to the school's methods of teaching them. Overall, learning and progress in reading and mathematics are often exceptional. By contrast, pupils' progress in writing is merely good. This is because pupils are not aware enough of specific points about their writing that would ensure they reached a higher level. However the school's very successful work recently in broadening the scope for writing across the curriculum and making tasks more engaging for higher

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attaining boys through the use of information and communication technology (ICT), has improved recent results in writing.

Pupils feel tremendously safe because the systems that care for them are first-rate. Moreover, they have an excellent appreciation of how to keep fit and healthy. School meals are very popular owing to their high quality and use of local produce. As a result, pupils' knowledge about a balanced diet is only surpassed by the enjoyment they get from eating and chatting together as if in a real restaurant. Little wonder then that the school advises others about how to improve their health education. Pupils contribute to school life by writing rules, joining committees and influencing decisions. The only aspect that prevents their preparation for life and the next stage in their education from being undeniably outstanding is their attainment in writing, which could be even better still.

Nevertheless, this is a school that knows itself extremely well in every detail. The rigorous and superbly presented reviews of teaching and learning, for example, reveal that the headteacher and senior staff know just what to do to make improvements. Leadership and management ensure that a continual quest for improvement underpins everything that happens in the school. Governors play a crucial role in checking up on the school's work and planning for future developments. The powerful way in which the school is led is seen in its very effective partnerships that promote high quality learning. This includes the school's work with parents and carers, only limited by a lack of detail in communications about pupils' writing and how parents could help to improve it.

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

- Improve attainment in writing by the end of Year 6 to match more closely that in reading by:
  - making sure that pupils understand more precisely what they need to do to reach the next level in their writing
  - informing parents in more detail about children's attainment in writing and how they can help at home.

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

**1**

The exceptional quality of learning observed in lessons throughout the school ensures that pupils make rapid progress to reach high standards by the end of Year 6. Pupils succeed because learning covers many aspects at once. For example, in a Year 5/6 science lesson in which pupils were learning about light, the design and making of goggles incorporated problem solving, an understanding of scientific phenomena, creative thinking and the powerful use of ICT. Moreover, it was fun because one design brief was for a pair to be used in the licorice mines of Pontefract. This sort of multi-layered learning occurs across the school, for example, when

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studying magnets in Year 2 and using microphones and movie cameras for literacy in Year 3/4. All groups of pupils, including boys, girls, the most-able and those with special education needs and/or disabilities progress at an outstanding rate because they respond so well to this kind of learning. Writing, by all groups, has benefitted from the wider opportunities afforded by recent developments in the curriculum so there are now only minor differences between this and other aspects of learning.

First-rate personal qualities help pupils to enjoy and achieve remarkably well. Consideration for others and an eagerness to participate underpin their learning and progress. They are doing so well, partly because their spiritual, moral, social and cultural development is exceptionally well nurtured. They show pride in their achievements and sensitivity and curiosity about the faith and the culture of other ethnic groups. These attributes are helped enormously by the school's links with schools locally and in Africa.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

Outstanding teaching skilfully provides relevant learning for a very wide range of ability within each class. Teachers are greatly assisted by well-qualified teaching assistants who make sure that individuals and groups of pupils receive the specific help they need. Excellent subject knowledge is used judiciously to advance learning. For example, in Year 1, pupils of all levels of ability progressed swiftly in learning how each command within a computer program had a different effect because

<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

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teaching was so well informed. In Year 5/6, attainment in mathematics is so high because teaching is expert at advancing basic calculation and getting pupils to solve problems which demand organisational skills as well as the application of arithmetic.

Assessment is highly useful as a tool for finding out what pupils can do and what they need to do next. Pupils know, in principle, what they need to do to improve their work because tasks are devised after taking their previous achievement into account, despite the relative lack of precision in advice about writing. The curriculum and the care pupils receive make major contributions to pupils' learning and development. Beyond the engaging cross-curricular activities and powerful links with local schools, pupils find visits and residential trips extremely memorable. They also appreciate greatly the clubs, for example, for robotics, orienteering and badminton. When a pupil feels upset, the school's very well-honed systems of support, including a chance to sit quietly and reflect in 'Gemma's Garden', are used to help them feel confident again.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>1</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

Leadership is particularly effective owing to a climate in which everyone, including pupils, feels involved in the decision making progress. A trip to study education in Canada, by the headteacher and members of the leadership team, inspired extra rigour into the school's existing relentless drive for improvement. This is evident, for example, in the high quality discussion forums in which pupils take part with enthusiasm and the marvellous programme for promoting good citizenship. Equality of opportunity is promoted outstandingly despite minor differences of attainment between pupils' reading and writing. Moreover, the governors and the headteacher are highly ambitious for the school as represented by their objectives for improvement and the way in which they appreciate everyone's opinion. 'It shows that we have been listened to' as parental feedback reveals. The first-rate quality of the school's procedures for safeguarding pupils is justifiably a source of pride for governors, staff and pupils. This concern for safety, evident at all levels, is fuelled by the strong collaboration with parents and the confidence derived from a formal partnership with a wide range of local schools. The lively sense of community in school is mirrored by beneficial links locally and very close links with other schools locally and in Uganda.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<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>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Early Years Foundation Stage

Children make very rapid progress in Reception because the balance between being taught knowledge and skills directly and developing these skills through freely chosen play is so well met. They increasingly enter school with typical levels of attainment, particularly in reading, writing and calculation, which makes their progress to reach levels well above national expectations so remarkable. Children's learning and progress is very swift because relationships with adults are excellent. Provision for the different needs of individuals is expertly tailored and achievements are meticulously recorded, with an indication of what should be mastered next. Typical of this high quality provision was when children conducted a treasure hunt. The enthusiastic adults provided excellent prompts for vocabulary and general language development as the thrilled children collected stones, leaves and twigs. More-able children were given extra challenges to use a variety of adjectives to describe their leaves. In this way, the excellent leadership and management in the Early Years Foundation Stage makes sure that all children thrive very well, including the most-able and those that need extra support. A driving force in the unit is the productive partnerships between the teacher and the teaching assistants and with parents – a highly effective collaboration in terms of children's progress.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account: Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1

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The effectiveness of leadership and management of the Early Years Foundation Stage	1
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## Views of parents and carers

The vast majority of those who responded were very satisfied and happy with the school, seeing it as successful academically and in caring for their children's personal well-being. A very small minority of parents had concerns, which were only supported by the inspection in as far as pupils could make better progress in writing and parents could receive more information about this aspect of learning.

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

Ofsted invited all the registered parents and carers of pupils registered at All Saints' 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 12 statements about the school.

The inspection team received 109 completed questionnaires by the end of the on-site inspection. In total, there are 322 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	67	61	39	36	2	2	0	0
The school keeps my child safe	75	69	32	29	1	1	0	0
The school informs me about my child's progress	38	35	56	51	9	8	0	0
My child is making enough progress at this school	47	43	47	43	6	6	1	1
The teaching is good at this school	62	57	39	36	2	2	0	0
The school helps me to support my child's learning	51	47	44	40	5	5	0	0
The school helps my child to have a healthy lifestyle	65	60	41	38	1	1	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)	58	53	40	37	4	4	0	0
The school meets my child's particular needs	54	49	43	39	9	8	0	0
The school deals effectively with unacceptable behaviour	43	39	44	40	8	7	1	1
The school takes account of my suggestions and concerns	43	39	47	43	7	6	1	1
The school is led and managed effectively	72	66	31	28	2	2	0	0
Overall, I am happy with my child's experience at this school	70	64	36	33	2	2	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 all 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

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>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 pupils' 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.



25 September 2009

Dear Pupils

### **Inspection of All Saints' CofE Primary School, Ilkley LS29 9BE**

Thank you for your help when the other inspectors and I visited your school. We thoroughly enjoyed our time with you. It was your amazing enthusiasm for everything at All Saints', which made us realise that we were in for something special. You said that school meals were, 'great and divine' and that 'everything (else) is unbelievable' – we don't hear that amount of praise every week.

You go to an outstanding school. The levels pupils reach by the end of Year 6 are high. Many things are excellent such as the learning and the progress you make. The school is led superbly and you benefit through the way that you are taught and cared for. It was fascinating to talk to some of you about your work and what you enjoy most. You certainly have a healthy outlook, are free from bullying and take part in helping to run the school with great enthusiasm. What impressed me greatly were the very many activities you can do, such as sport, linking with a school in Bradford, residential trips, music, French and your connection with a school in Uganda. What is more, the children in Reception now have wonderful opportunities for learning through play.

You say that teaching is fun and it helps you to learn very well and I agree. Staff, parents and you used the word 'proud' so many times, in two days, that I stopped counting. You do your best by behaving thoughtfully and keeping positive. All Saints' is a flourishing place in which to learn that really teaches you about living together in a community.

I know everyone wants to do even better and I have asked your school to do one thing to improve. Your teachers need to make sure that you attain as well in writing as you do in reading, by giving you more precise advice about how to reach higher levels and by working more closely with your parents about how they can help you with this.

Thank you and best wishes

Roger Gill  
Lead Inspector

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