

# Inspection of All Saints' CofE Primary School

Easby Drive, Ilkley, West Yorkshire LS29 9BE

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Inspection dates: 6 and 7 December 2023

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Outstanding

This school was last inspected under section 5 of the Education Act 2005 14 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between graded inspections under section 5 of the Act. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection.

## **What is it like to attend this school?**

Pupils are proud to attend All Saints' CofE Primary School. They are keen to share their knowledge, learning and achievements. Leaders are resolute about the high ambitions they have for pupils across the curriculum. These ambitions are for all pupils in school, including those with special educational needs and/or disabilities (SEND). Pupils rise to these aspirations. They achieve highly.

In classrooms, and around school, pupils behave well. They focus on their learning and have good attitudes to school life. This starts with children in early years who are positive role models to each other. Pupils feel safe. Pupils know they have adults who will help them when they need it.

Pupils are proud to represent the school in different ways. The extra-curricular opportunities linked to music are wide-ranging. Pupils perform for each other and in the local community with pride. Leadership opportunities help pupils be active citizens across the school community. Pupils lead on priorities that they are passionate about, such as caring for the environment or raising funds for international schools. Staff use pupil voice to help shape the wider offer in school and to ensure that pupils' needs are well met.

## **What does the school do well and what does it need to do better?**

The school has been through recent and rapid change. New leaders have worked to ensure the whole curriculum matches the high achievements of pupils in English and mathematics. The development of the curriculum means that is clear what pupils will know and remember over time. The aims of the curriculum are matched to the school's vision and ethos. Leaders have prioritised this development so that pupils have a broad and balanced curriculum.

The school ensures that the learning journey starts with children in early years. This means pupils are ready for the curriculum in key stage 1. For example, pupils' ability to appraise music demonstrates the progression of their skills and knowledge in music. Pupils in key stage 1 use technical language in music with accuracy. In history, pupils confidently compare periods of time they have studied. In maths, retrieval tasks help pupils remember their previous learning regularly.

Pupils enjoy their learning across a range of subjects. They praise the school and its staff and how they help them to do well. There are occasional inconsistencies in the quality of pupils' experiences in the classroom. This is most common where the school is rolling out some of the newer parts of the curriculum.

The school is effective in helping pupils make a positive start to reading. Children in early years and key stage 1 receive phonics teaching that matches the scheme of learning that leaders have chosen to use. Pupils who need help to keep up get support to help them catch up with their peers. Older pupils talk enthusiastically about the different texts they read. They appreciate the chance to read fiction and

non-fiction books. Pupils at the early stages of reading have books that are well matched to the sounds they know. This supports them to they read with fluency and confidence.

All Saint's CofE Primary School is an inclusive place to learn. The school is a place where all pupils achieve well. Pupils with SEND are well supported to work alongside their peers. The school makes appropriate adaptations so pupils with SEND can access the full curriculum. Leaders ensure timely advice is sought to meet pupils' needs. This is then quickly put into practice across school.

In early years, staff establish warm and caring relationships between themselves and pupils. Leaders and staff set clear routines and expectations around behaviour. This continues through school. Pupils demonstrate good attitudes to learning. The implementation of a new behaviour policy is working well. The school is a calm place to learn. Pupils work well in classrooms. As they move around school they do so with respect. Leaders take prompt action if incidents of bullying or poor behaviour are reported. Very occasionally, some pupils do not report unkind behaviour from their peers to adults that can help. This limits the support that is provided to pupils.

The school ensures that pupils have a wide range of opportunities to develop its pupils beyond academic learning. Though school links, pupils gain an understanding of life in other parts of the region and internationally. School visits and visitors to school enhance the curriculum further. Pupils have a strong sense of equality. They recognise British values. These are woven through the curriculum. Pupils know how to keep themselves safe online and in the community. Pupil leadership roles such as those associated with the food and religious education councils provide support and feedback on a range of issues.

Governors provide effective challenge and support to the new leadership team. Together with the school, governors work to ensure that workload is considered when changes happen. Staff value this approach. Staff are proud to work here. Teachers at the earliest stages of their careers receive appropriate support.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

### **(Information for the school and appropriate authority)**

- Parts of the curriculum are not implemented with the same ambition and consistency as leaders plan for. This leads to variation in pupils' experiences in the classroom. The school should ensure that staff receive further support and training so that the implementation of the curriculum is of a consistent quality, and that this more closely matches the aims and ambitions of the planned curriculum.

- A small number of pupils choose not to report unkind behaviour to adults. This means leaders cannot support pupils when this happens. The school must develop pupils understanding of healthy behaviour in relationships so that pupils can identify promptly when behaviour is not appropriate.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the definition of children in need of help and protection; pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's pupil premium funding (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	107309
<b>Local authority</b>	Bradford
<b>Inspection number</b>	10255647
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	352
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Nick Briggs
<b>Headteacher</b>	Helen Dunn
<b>Website</b>	<a href="http://www.allsaintsilkley.bradford.sch.uk">www.allsaintsilkley.bradford.sch.uk</a>
<b>Dates of previous inspection</b>	27 September 2009, under section 5 of the Education Act 2005

## Information about this school

- New senior leaders joined the school in January 2023.
- The school is a member of the Church of England Diocese of Leeds and has a Christian character.
- Its most recent section 48 inspection was in March 2022, where the school was graded good.
- The school does not use any alternative education providers.
- The school offers a daily breakfast and after-school club.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Prior to the inspection, the lead inspector reviewed documents on the school's website, as well as published information about the school's performance and previous Ofsted inspections.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, art and design, history and music. Inspectors discussed the curriculum with subject leaders, visited a sample of lessons and spoke to staff. They spoke to pupils about their learning and looked at samples of pupils' work. The lead inspector listened to pupils at the early stages of reading with a familiar adult.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors gathered views of parents informally in person and formally through responses to Ofsted's online survey, Ofsted Parent View, and free-text responses. The views of staff were considered through the staff survey and through meetings with them. Pupils' views were considered through pupil meetings.
- The lead inspector spoke with representatives from the governing body, the diocese and the local authority.
- Inspectors observed pupils' behaviour in classes, at breakfast club and during breaks and at lunchtime.

### **Inspection team**

Emily Stevens, lead inspector

His Majesty's Inspector

Nick Styles

Ofsted Inspector

Lindsay Lomas

Ofsted Inspector

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