

Inspection of a good school: All Saints Church of England School

Main Street, Kirkby Overblow, Harrogate, North Yorkshire HG3 1HD

Inspection dates:

1 November 2022

Outcome

All Saints Church of England School continues to be a good school.

What is it like to attend this school?

Pupils embody the school values well. These values help pupils to understand the importance of never giving up, being a good friend, working hard and looking out for others. There is a true family feel in the school. Teachers expect pupils to try their best and behave well. Most pupils expect this of themselves. Bullying is virtually non-existent. Pupils play together with good humour. Breaktimes are energetic for some, and calm and relaxed for others.

Pupils try to earn house points for working hard, listening to the teacher or producing high-quality work. Milestone treats for reaching a certain number of points are highly prized. Pupils become excited talking about the chance of extra playtime, an ice-cream station or a picnic on the field. Pupils feel safe in school. They learn about keeping themselves safe, especially beside roads or near water.

Pupils love the outside space but do not take it for granted. In a collective worship, they discussed the need to give thanks for their outside space in school. Pupils use the 'dragon garden' to relax, the raised beds to plant flowers and vegetables, the play trail to exercise and the field for sports and summer playtimes.

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

Leaders have worked hard to successfully design and develop a bespoke curriculum for the school. The structure of the curriculum helps pupils to build new learning on what they already know. New knowledge connects to previous learning because leaders have identified the key ideas that thread through what pupils are taught. Teachers design short units of work to help pupils remember the essential knowledge that they need. Leaders expect that as pupils move through school, they will keep adding to their developing body of knowledge and skills. Currently, some pupils still have some gaps in their knowledge. Leaders recognise that the curriculum needs further refinement to address these gaps.

Teachers are skilled in using assessment to make immediate checks in lessons on what pupils have learned. More formal assessments show what pupils have remembered over time. Teachers make sure that learning is secure before moving on.

Leaders have made it a priority that pupils become fluent and confident readers as quickly as possible. There is a daily, systematic and consistent approach to teaching phonics. Children in Reception are taught the sound each letter makes. They learn how to blend them together into a word. Pupils in Year 1 decode harder words such as 'scream'. Pupils' understanding of phonics helps with their spelling and writing.

Pupils across school enjoy listening to a story. In Reception, this is sometimes read by a surprise visitor in the shape of a family member. Younger pupils are usually given a book that helps them with their reading skills. In most cases, it is matched well to pupils' reading ability. Pupils quickly become skilled readers, using expression.

All pupils access the important aspects of school life. They are taught the same curriculum. No-one misses out. This includes pupils with special educational needs and/or disabilities (SEND). Teachers' early identification of individual needs allows leaders to put in place extra support. Lessons are adapted as necessary, so pupils, including those with SEND, are successful in their work. Pupils concentrate and enjoy learning. Off-task behaviour or loss of concentration are rare. Pupils behave well because they want to learn.

Pupils benefit from a variety of opportunities to support their broader development. They aspire to a role of responsibility. This can be as a well-being officer, sports leader, worship ambassador, charity officer or eco-warrior.

Pupils attend a range of clubs, including sports clubs. Leaders organise walks to local points of interest such as the local crag walk or a nearby castle. Pupils play a key role in the community. They recently raised money for people in Ukraine through an event in the local church. Pupils have raised funds for a school in Africa and visited places of worship for other faiths. Family events have re-started with a harvest craft event.

Staff say they enjoy working in school because leaders make sure they have a sensible workload. Leaders have restructured subject leadership. This has reduced the number of responsibilities for each teacher. Staff morale is good. Staff support each other. Communication is strong. Teachers say that they are willing to take a risk because there is no fear of criticism.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have ensured that no-one in the school community is complacent regarding keeping pupils safe. Regular training for staff and governors helps them to recognise and respond to risk. Record-keeping is meticulous. Leaders ensure the completion of vetting checks on new appointments is rigorous. The curriculum helps pupils to understand how to stay safe. Teachers focus on making sure pupils know how to stay safe online. The

governor linked to safeguarding adds an extra layer of checks and security. Close ties across the trust lead to sharing of good safeguarding practice between schools. Leaders make use of external agencies to support pupils and families when needed.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum needs some further small refinements. Pupils still have some gaps in their knowledge and skills. Leaders need to make sure that the curriculum is further refined and embedded so pupils develop a broad and detailed body of knowledge and skills across all areas.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the predecessor school, All Saints Church of England School to be good in January 2013.

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](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

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| Unique reference number | 142138 |
| Local authority | North Yorkshire |
| Inspection number | 10241377 |
| Type of school | Primary |
| School category | Academy converter |
| Age range of pupils | 4 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 67 |
| Appropriate authority | Board of trustees |
| Chair of trust | Alison Glover |
| Headteacher | Amber Andrews |
| Website | www.askoschool.co.uk |
| Date of previous inspection | Not previously inspected |

Information about this school

- All Saints Church of England Primary School converted to become an academy school and joined the Yorkshire Causeways Schools Trust on 1 July 2018. When its predecessor school, All Saints Church of England Primary School, was last inspected by Ofsted, it was judged to be good.
- All Saints CE Primary School entered in a formal collaboration with North Rigton Church of England Primary School on 1 September 2018. The collaboration is called The Fellowship of All Saints Kirkby Overblow and North Rigton Church of England Primary Schools. The schools operate with a common headteacher. The governing bodies of the two schools merged on 1 January 2019 to form one local governing body for the 'fellowship' of schools.
- The school's religious character is Christian. The diocese inspects this separately under section 48 of the Education Act 2005.
- The last section 48 inspection took place in March 2018. It was judged to be outstanding. Section 48 inspections are currently scheduled within eight years of the previous inspection. This cycle has been extended to allow for the period when inspections were paused due to COVID-19 restrictions.
- The school does not use any alternative provision.

Information about this inspection

- 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.
- Meetings were held with the headteacher, the base leader, the special educational needs coordinator, curriculum leaders, teachers and the school administrator. An inspector met five members of the local governing body, including the chair. The lead inspector also met the interim chief executive officer of the trust, and the trust's primary school improvement leader.
- Inspectors carried out deep dives in these subjects: reading, history and mathematics. For each deep dive, inspectors discussed the curriculum with leaders, looked at curriculum plans, visited a sample of lessons where available, spoke to teachers and teaching assistants, spoke to pupils and looked at samples of pupils' work.
- An inspector listened to a range of pupils read from different year groups.
- The lead inspector looked at curriculum plans and spoke to leaders about other curriculum subjects.
- Inspectors observed pupils' behaviour during lesson visits, at breaktime and at lunchtime. Inspectors spoke to pupils about their views of behaviour. A group of pupils gave an inspector a tour of the school.
- An inspector looked at the single central record of recruitment and vetting checks. Inspectors spoke to leaders, teachers, governors, trust representatives and pupils about safeguarding.
- The views of parents who responded to Ofsted's questionnaire, Parent View, were considered.
- Inspectors met with staff to discuss their well-being and workload. Inspectors considered the responses and comments from Ofsted's staff survey.

Inspection team

Phil Scott, lead inspector

Ofsted Inspector

Angela Spencer-Brooke

Ofsted Inspector

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