

Inspection of Tilney All Saints Church of England Primary School

Shepherdsgate Road, Tilney All Saints, King's Lynn, Norfolk PE34 4RP

Inspection dates: 7 and 8 March 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils enjoy coming to this caring school with its family feel. They feel safe. Pupils know that adults will listen to them if they have a problem, working together to solve it. Pupils are clear about what bullying is and know that it does not happen often. If it does occur, pupils trust staff to deal with it quickly and sensitively.

Pupils know the school values, which include peace, joy and forgiveness. Adults have high expectations of every pupil. Pupils live up to these, working hard and behaving well. They enjoy the opportunity to earn certificates for displaying these values. They engage well, enjoy their learning and feel valued. Because staff listen to pupils' opinions and views, there is a trusting relationship between pupils and staff.

Pupils have the opportunity to attend different extracurricular clubs, such as for choir, multi-skills and yoga. Every pupil has the chance to learn a musical instrument. Pupils have opportunities to learn about their local area through, for example, the revival of some village traditions. As a result, pupils lead celebrations for Plough Monday and learn how to Molly dance. These broad opportunities help pupils develop into responsible and active citizens.

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

From the moment children start in Reception, they are taught to read. Staff follow a consistent approach when teaching phonics. Children learn their sounds quickly and well. Adults check that children recognise the sounds they need in order to read accurately. Extra practice helps pupils catch up if they are falling behind. In key stage 1, most pupils read confidently and fluently. Older pupils understand the importance of reading. Teachers carefully select the books they read aloud to pupils. Not only do these books inspire pupils to read, they also complement the English curriculum.

Leaders have worked hard to develop the school's curriculum. In most subjects, they have carefully considered what they want pupils to learn and by when. Pupils use ambitious vocabulary in each subject. For example, pupils in key stage 1 confidently describe using 'organic' shapes that are curved and flowing to develop their self-portraits. In science, pupils explained how the tilt of the Earth means that seasons are different in New Zealand compared with the UK.

In a small number of subjects, the curriculum is not as well developed. In these subjects, teachers do not provide opportunities for pupils to review their learning and check what they have remembered. This means that pupils have some gaps in their knowledge. They are less able to connect their current learning with the vocabulary and concepts they should have learned in the past. Leaders are already working to improve this.

Leaders, working closely with parents and carers, quickly and accurately identify the difficulties faced by pupils with special educational needs and/or disabilities (SEND). Leaders support staff in making careful adaptations to the activities that pupils with SEND carry out. These are well matched to their needs. Teachers make regular checks to ensure that pupils with SEND remember the curriculum. They use this information to check the effectiveness of provision and quickly make changes if needed. Pupils with SEND are well supported and learn well.

Children in early years develop positive relationships with staff and with each other. Staff focus on developing children's vocabulary, language and mathematical understanding. Staff plan activities carefully so that they support the teacher-led sessions. These activities are closely matched to the needs of children. For example, when children learn about 'growing and changing' in teacher-led sessions, games such as 'match the animal to its young' help to reinforce how animals change as they grow.

Leaders are keen to develop pupils' understanding of difference and mutual respect. Pupils learn about different types of relationships. They enjoy some opportunities to contribute to school life through their additional roles and responsibilities. For example, pupils spoke enthusiastically about the responsibility of being 'safeguarding leads'. This enables them to offer extra support if other pupils are anxious, hurt or upset. Pupils also regularly lead collective worship. However, there are few opportunities for younger pupils to take on roles of responsibility.

Governors and trustees support and challenge leaders well to strive for improvements in the quality of education. The trust ensures that leaders meet regularly to share knowledge and expertise. It provides regular professional development and training for all staff. Staff appreciate these opportunities to help them carry out their roles effectively. They are proud to work at the school. They feel that leaders listen to them and are approachable.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding. The necessary checks for adults working in school are in place. Staff are well trained to spot whether a pupil is at risk of harm. Leaders have established clear processes for staff to report safeguarding concerns. Records of safeguarding concerns are detailed and show prompt and appropriate actions in response to safeguarding worries. Leaders work with a range of agencies to ensure that pupils and their families get the help they need.

The content of the personal, social and health education (PSHE) curriculum teaches pupils to be vigilant about online safety and how to keep themselves safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, leaders have not laid out the specific knowledge pupils need to know and remember. This leads to pupils developing gaps in their knowledge. Leaders need to sequence knowledge in a logical order in all subjects and ensure through subsequent assessment checks that pupils learn and remember this knowledge.
- There are very few opportunities for younger pupils to take on roles of responsibility. As a result, pupils in key stage 1 and children in early years are not contributing fully to the wider school community. Leaders need to provide more roles of responsibility for younger pupils so that all pupils have their voices heard.

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

Unique reference number	141845
Local authority	Norfolk
Inspection number	10255073
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	90
Appropriate authority	Board of trustees
Chair of trust	Mike Younger
Headteacher	Dawn Liddle (Executive Headteacher)
Website	www.tilneyallsaints.norfolk.sch.uk
Date of previous inspection	4 October 2017, under section 8 of the Education Act 2005

Information about this school

- The school has a Christian character. The religious aspect of the school's provision was last inspected in February 2016 under section 48 of the Education Act 2005. The next section 48 inspection will take place within eight years.
- The school uses one registered alternative provider.
- The school is part of the Diocese of Ely Multi Academy Trust.
- The headteacher also leads another local school.

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.
- Inspectors carried out deep dives in early reading, mathematics and geography. This included discussions with subject leaders, visits to lessons, meetings with staff and pupils, and scrutiny of pupils' work. The lead inspector also listened to a sample of pupils reading to a familiar adult.

- Inspectors also reviewed curriculum plans and spoke to leaders about some other subjects, including PSHE, art and science.
- Inspectors met the executive headteacher, senior leaders, support staff, members of the governing body and representatives from the trust.
- The lead inspector reviewed a range of school documentation and policies, including records of local governing board meetings, the school's development plan and information relating to pupils' attendance and behaviour.
- To inspect safeguarding, inspectors scrutinised the single central record of recruitment and vetting checks, reviewed records and spoke to the designated safeguarding lead, teachers, support staff and pupils.
- Inspectors spent time observing and speaking to pupils, including at breaktimes and lunchtime.
- Inspectors considered 15 responses to Ofsted's questionnaire for parents, Ofsted Parent View. Inspectors also considered the 10 responses to Ofsted's staff questionnaire and the 30 responses to Ofsted's pupil questionnaire.

Inspection team

Jo Nutbeam, lead inspector	Ofsted Inspector
Joanna Pedlow	Ofsted Inspector

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