



All Saints' CofE Primary School

Inspection Report

Unique Reference Number 107309
Local Authority Bradford
Inspection number 287792
Inspection dates 28 February –1 March 2007
Reporting inspector Terry McDermott

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Easby Drive
School category	Voluntary controlled		Ilkley
Age range of pupils	4–11		West Yorkshire LS29 9BE
Gender of pupils	Mixed	Telephone number	01943 607852
Number on roll (school)	320	Fax number	01943 432074
Appropriate authority	The governing body	Chair	Ms V Wood
		Headteacher	Mr P Marsh
Date of previous school inspection	18 June 2001		

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This larger than average size school serves an area of relative social and economic advantage. Almost all pupils are White British and speak English as their first language. The numbers of pupils with learning difficulties and/or disabilities is below the national average. The school holds the Artsmark Gold, ICT Mark, Healthy School award and Investors in Pupils award.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 1

All Saints Church of England Primary is an outstanding school. It gives excellent value for money. Pupils thrive and make rapid progress in a happy and caring environment. The challenge to do and to be their best is ceaseless. A strong ethos of mutual respect and consideration pervades the school. Parents hold the school in very high regard and their views are well captured by the comment: 'This school is a rare treasure and should be applauded.'

There are many reasons for the school's success with its pupils. Paramount among these is the excellent leadership of the headteacher. He has built a capable and innovative leadership team whose members are fine role models for staff and pupils alike. Their attention to detail ensures that consistently high quality teaching leads directly to rapid learning. Self-evaluation is objective but cautious, because the school is aware that it can always get better. There is no complacency here. Teaching and learning are outstanding. Work is planned meticulously to meet the needs of all pupils. This starts as soon as children join the school in Reception, and continues throughout the school until they leave at the end of Year 6. On very rare occasions, the highest-attaining pupils complete their work before the end of lessons, for instance in history or geography, because it does not challenge them quite as hard as it could.

Pupils enter the school with above average standards. Most communicate well and their physical skills are well developed. Provision in the Foundation Stage is excellent, and children race ahead. They quickly develop positive attitudes to learning, and have acquired very good skills by the time they move into Year 1. Their achievement over time is excellent, resulting in exceptionally high standards by the end of Year 6.

Pupils benefit from very well organised and rigorous attention to their care, guidance and support. The result has been pupils' excellent personal development. They become well motivated and enthusiastic learners with the confidence to work independently. Older pupils in particular are eager to take on responsibilities in helping younger pupils. They show a keen appreciation and consideration for the needs of others, such as those who possess significant learning difficulties and/or disabilities. Their excellent behaviour is the result of the outstanding relationships formed within a strong school community. This is underpinned by an exciting and interesting curriculum that includes a very well thought out programme of citizenship education. Work towards various nationally recognised awards, such as Activemark, underpin pupils' learning and personal development very well indeed. Pupils are very happy with the enrichment activities available to them and participation rates are high.

Because the school has established highly effective assessment strategies, any weaknesses are identified early and dealt with quickly. Along with this, the school has put in place a highly effective monitoring and evaluation schedule, understood by all adults, which allows it to spot areas for improvement and act upon them quickly.

The school has improved very well since it was last inspected and is exceptionally well placed to bring about further improvement. Its development agenda focusing on the full understanding of literacy and numeracy concepts has paid off, with examination

results showing a rising trend in the last three years. Current data shows that the school is on course to achieve its ambitious targets for 2007.

What the school should do to improve further

- Ensure that work set in all lessons effectively challenges the highest- attaining pupils

Achievement and standards

Grade: 1

The majority of pupils achieve exceptionally well. Because Foundation Stage provision is outstanding, they gain the confidence to work independently. By the time they enter Year 1, they are working at higher than the expected levels in all areas of learning. This good foundation is successfully built on as pupils go through the school, where they gain understanding and new skills at a rapid rate. Older pupils use information and communication technology (ICT) confidently for both research and demonstration. Pupils meet challenging targets in relation to their capabilities and starting points. The school has a strong track record of high standards in national tests in English, mathematics and science at the end of Year 6. At the end of Year 6 in 2006, overall standards were outstanding.

Personal development and well-being

Grade: 1

Pupils' spiritual, moral, social and cultural development is outstanding. It is at the heart of the school's work and drives everything the school does. As a result, pupils' personal development and well-being are outstanding. Pupils are cheerful and polite and clearly enjoy coming to school. Their behaviour and attitudes to learning are excellent and their attendance is good. Pupils report that they feel safe in school and that they really trust adults to care for them. They know exactly what to do if they are worried or uncertain. Parents feel that the school deals exceptionally well with 'the normal trials and tribulations of childhood'. Pupils understand the importance of leading a healthy lifestyle, and take part in wide range of games and sports. The numbers taking locally sourced school meals has risen steeply over the last three years. Pupils actively engage in charity fundraising and large numbers participate in local events such as the Ilkley Carnival and the Ilkley Literature Festival.

Quality of provision

Teaching and learning

Grade: 1

The outstanding quality of teaching and learning is reflected in the exceptional standards pupils reach and the rapid progress they make. Teachers work in groups to

plan lively activities that stretch the large majority of pupils to the very edges of their understanding. Pupils respond with enthusiasm, and appreciate what the school offers. An excellent range of traditional learning resources supports the innovative use of ICT which fires pupils' imagination. Regular checks and accurate measures of the progress pupils are making allow teachers to ensure that work they set builds consistently on what pupils already know. As a result, pupils can clearly see the successful steps in their learning, and know what they need to do to improve their work. The skills of a high quality team of teaching assistants are used very well to personalise pupils' learning and help them to move forward more quickly.

Curriculum and other activities

Grade: 1

The curriculum is lively and exciting and serves all pupils extremely well. It delivers and links together stimulating activities in a creative and imaginative way. For example, following a visit to a local supermarket, Year 2 pupils were using photographs they took to sequence a piece of writing telling the story of their trip. Pupils talk with knowledge and enthusiasm about the theme days or weeks they enjoy, for example, the recent Sikh Awareness Day. Staff and parents together provide a wealth of clubs and extra-curricular activities in sport, music, the arts and technology. Pupils report that these 'make learning fun' and 'let us learn about real things'. All pupils in Years 5 and 6 benefit from learning French, and more advanced work in mathematics stretches the higher-attaining pupils.

Care, guidance and support

Grade: 1

Procedures for safeguarding pupils and supporting their personal development are outstanding. Systems for checking health and safety are well established. Child protection procedures are in place and working well. The school's very caring and inclusive ethos means that pupils are valued as individuals, who then thrive and grow in confidence. Teachers know their pupils very well. Parents are confident that their children are well cared for, as exemplified by one comment: 'A more positive approach to education could not be found in any other school.' The school has thorough and detailed methods of checking the progress pupils are making and teachers use this information to set challenging individual targets. These are shared with pupils and parents, and are monitored regularly. Support for pupils with learning difficulties and/or disabilities is securely underpinned by the intensive work of specialised support staff within the school, and by links with outside agencies.

Leadership and management

Grade: 1

A real strength of leadership is the particularly clear focus on maintaining and improving high standards, while at the same time ensuring the well-being of every pupil. There is a shared sense of purpose among staff, with all involved in planning and

implementing improvements through their work in learning teams. Leaders throughout the school make very good use of information from a range of sources to inform the next stages of work. Staff are provided with excellent training and support and senior leaders have succeeded in their aim to get everyone involved in monitoring the school's performance, and in assuming responsibility for its improvement. Detailed analysis of information from tests, for example, is used very effectively to identify where the whole school needs to refine any aspect of provision in order to boost the achievement of pupils. This ensures continuing improvement, as evident in the progress made since the last inspection. Governors have a clear picture of the strengths of the school, and also of areas in need of improvement. They bring expertise and commitment to their roles, and give a good balance of support and challenge to the school.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	1
The standards ¹ reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

As you know, we visited your school recently to see how well it is getting on. We really enjoyed our visit, and were delighted with how helpful and polite you were to us. We were very impressed with how hard you work in lessons and how well you get on with, and look after, each other.

We found All Saints to be an outstanding school, where pupils make excellent progress.

This happens for these reasons.

- The headteacher will only accept the very best for every individual in his care.
- All adults in the school work very seriously to look after each one of you, and to make sure that you are safe.
- Your skilful and enthusiastic teachers provide many outstanding lessons with interesting activities to make your learning exciting and challenging.
- You have very positive attitudes to each other and to learning.

I have suggested that the school would get even better if it made even more demands on your learning, and encouraged all of you, especially those with extra talents, to do even more. You can play your part in this by continuing to work hard, and by having the ambition to do your very best, all of the time.

My colleagues and I had an experience we will long remember.