

# Otley All Saints CE Primary School

## Inspection report

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<b>Unique Reference Number</b>	133555
<b>Local Authority</b>	Leeds
<b>Inspection number</b>	316148
<b>Inspection dates</b>	28–29 April 2008
<b>Reporting inspector</b>	Alison Thomson

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>	Voluntary controlled
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	237
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Allan Boddy
<b>Headteacher</b>	Mr Ian Thomson-Smith
<b>Date of previous school inspection</b>	7 June 2004
<b>School address</b>	Lisker Drive Otley West Yorkshire LS21 1DF
<b>Telephone number</b>	01943 464703
<b>Fax number</b>	01943 464703

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Otley All Saints is an average sized primary school serving an area of low, but mixed socio-economic disadvantage. The percentage of pupils known to be eligible for free school meals is much lower than average. The pupils are mainly White British. The percentage of pupils with learning difficulties and/or disabilities, including a group with moderate learning difficulties, is lower than average. The percentage of pupils holding a statement of special educational need is much lower than average. The headteacher took up post in January 2007.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Otley All Saints provides a good standard of education that has many outstanding features. The excellent care, coupled with an excellent curriculum and good teaching ensures that pupils achieve well and that their personal development is outstanding. The vast majority of parental comments are very positive and parents' views are captured by comments such as, 'All Saints has a lovely atmosphere', 'I am thoroughly satisfied with the friendliness and professionalism in school,' and, 'My daughter has been allowed to develop her skills in a positive and supportive atmosphere.'

A Christian ethos permeates the school and leads to pupils' spiritual, moral, social and cultural development being outstanding. Pupils have a real sense of community spirit. They care for each other and are proud of their roles as 'bus stop buddies' and 'cloakroom buddies'. When asked to describe their school, one pupil replied, 'It's really, really fun'. They enjoy strategies which enhance their learning, such as 'terror tables' (a fun way of learning times tables linked to wild animals) and the interesting links between subjects, such as learning about musical instruments in the rain forests. They appreciate the many extra-curricular clubs on offer and talk enthusiastically about the forthcoming production of 'The King and I'. They have an excellent understanding of what it means to be healthy. One pupil said, 'Even the chocolate cake doesn't have as much chocolate now'.

From broadly average starting points pupils go on to reach standards that are securely above average by the end of Year 6. This rise in achievement is steady throughout the school. Because of the good support they receive, pupils with learning difficulties, including those with moderate learning difficulties, make good progress equal to their peers. The achievement of the higher-ability pupils, however, is not as strong as that of other groups. This is because in some lessons they are not challenged as much as they could be. The school is aware of this and is taking steps to remedy the situation, such as the formation of a group of 'number sharks', which is designed to enhance their numeracy problem-solving skills. Although it is early days, there are indications that these strategies are beginning to have a positive effect on progress.

The good sensitive leadership of the headteacher is central to the recent improvements. With his senior leadership team he has forged a sense of cohesion, accountability and reflection amongst the staff. Middle leaders have been given more responsibility in their subject areas and governors are increasingly holding the school to account well. The school is aware of its strengths and weaknesses. The school development plan highlights the areas for improvement well and has put comprehensive action plans into place. These detailed action plans are not yet sharp enough in providing quantifiable measures against which success can be measured. This means that improvements have not always been analysed as clearly as they might have been. There have been some carefully thought out strategies, such as 'Big Writing' to boost achievement in writing, and already these are showing signs of impact on progress across the whole school. The school is not complacent and the many recent improvements indicate that the capacity to improve even further is good.

## Effectiveness of the Foundation Stage

### Grade: 2

'What a fantastic start my little girl has had to school life. She can't wait to go everyday,' is typical of the comments parents make about the Foundation Stage.

Excellent links are established with parents before their children start Nursery and during the time children spend in the Foundation Stage and this helps to involve parents in their children's education. The attractive classrooms, happy atmosphere, and approachable staff ensure that all children feel safe and secure. Most children enter the Nursery with skills and knowledge that are average for their age. By the time they leave Reception most are working securely within expected levels. They make good progress in both the Nursery and Reception because of the excellent balance between adult-directed activities and those initiated by the children. Very good use is made of the indoor and outdoor spaces to involve, motivate and engage children in a wide range of developmental activities. The early focus on personal and social development, language and numeracy skills is a strength which encourages children's self-confidence and provides a firm foundation for the next phase of learning.

Leadership of the Foundation Stage is good, as is the teamwork of the staff. There is an accurate understanding of the strengths and weaknesses of the provision and effective steps are being taken to improve it. For example, the recording of children's progress has been reviewed to ensure continuity and consistency of approach between Nursery and Reception, but this has yet to have full impact on children's learning.

### **What the school should do to improve further**

- Raise the achievement of the higher ability pupils and ensure that lessons challenge them.
- Ensure that action plans are more incisive with measurable success criteria to bring about improvements faster.

## **Achievement and standards**

### **Grade: 2**

Pupils progress well throughout their time in school including those who have learning difficulties, and those with moderate learning difficulties. Pupils make good progress in Years 1 and 2 and by the end of Year 2, standards overall are above those seen nationally in reading, writing and mathematics. Standards reached by higher-ability pupils are less strong in all areas. Progress from Year 2 to Year 6 is good. Standards at the end of Year 6 have been steadily improving over the last five years. Overall, they are securely above average. Higher-ability pupils perform relatively better in science compared to their performance in English and mathematics, where challenging targets have not been met at the higher Level 5. Teacher assessments this year, however, indicate that there is beginning to be some improvement in the performance of higher-ability pupils.

## **Personal development and well-being**

### **Grade: 1**

Pupils' spiritual, moral, social and cultural development is excellent, and their behaviour is outstanding. They have a mutual respect and an awareness of the needs of others. Pupils thoroughly enjoy school, enthusiastically participate in all it has to offer and attend well. They have a keen understanding of how to lead a healthy lifestyle. This is evident in their enthusiastic participation in many playground activities, daily 'Funky Feet' aerobic sessions and sporting activities, and in their appreciation of the healthy school meals. Pupils' contribution to the school and wider community is also excellent. They are actively involved in school life through taking on roles and responsibilities. The school council provides pupils with a voice which is listened to. They are particularly proud of the 'Activity Trail' which they describe as 'awesome'. Year 6 pupils have taken a lead in organising the school's involvement in 'Fairtrade Fortnight'

which made a significant contribution to improving community awareness of responsible consumer choices. This also helps to prepare them extremely well for their future.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Pupils come to lessons ready to learn. The relationships they have with their teachers and with each other create a very good atmosphere for learning. Teachers plan lessons with a variety of activities to make them interesting. Emphasis on the language of subjects helps pupils to understand ideas while improving their literacy skills. The work is usually matched well to the needs of the pupils, although in some lessons higher-ability pupils are not always guided carefully enough to maximise their learning. Learning outcomes are shared well with pupils and they are encouraged to help assess their own learning and that of their peers. Sometimes, however, not enough time is left at the end of the lessons to check how well the learning objectives have been met by all pupils. Teaching assistants work well with lower-attaining pupils so that their achievement matches that of their peers. In an outstanding lesson in information and communication technology (ICT), pupils were carefully guided through a series of problem-solving activities that allowed the progress of each pupil to be checked throughout the lesson. Marking is carried out regularly and informs pupils well of the next steps they need to take in their learning.

### **Curriculum and other activities**

#### **Grade: 1**

The curriculum is outstanding because it is rich, relevant and exciting. 'We do different things each day,' enthused pupils. The curriculum has been adapted well to make learning meaningful, through the thoughtful linking of subjects together into topics. This has involved pupils' own interests, for example, the geography-led topic on 'Mountains'. Provision in ICT has improved remarkably since the time of the previous inspection and pupils particularly enjoy using the interactive whiteboard and solving problems using computers. Pupils are introduced to French at an early age which enriches their learning experiences. Pupils' personal development is further enhanced through opportunities to play a musical instrument and through the extensive range of clubs. When asked what they like best about school pupils replied, 'The outings such as Chevin for seed collecting and the Waterworks.'

### **Care, guidance and support**

#### **Grade: 1**

The school is totally committed to pupils' safety and well-being. Parents recognise this and the comment, 'A fantastic, nurturing primary school', sums up the views of many. Procedures for safeguarding pupils are firmly in place and meet all statutory requirements. Pupils say that they feel safe and secure and that there is always an adult they can turn to if they have a concern. Pupils achieve well and make outstanding progress in their personal development because of the excellent pastoral care and strong academic guidance they receive. The academic guidance is particularly strong in Year 2 and in Year 6, where pupils are given clear advice, especially in writing, about their achievements and how to improve their work. Pupils are developing good skills in evaluating their own work and that of others, through marking each other's work. Pupils with learning difficulties are provided with very effective support, both in

small groups and individually, by well qualified staff ensuring that they achieve well. Where specialist support is needed, the school makes excellent use of outside agencies.

## **Leadership and management**

### **Grade: 2**

The headteacher has achieved much in a relatively short period of time. He has introduced a culture of self-reflection amongst the pupils, staff and the governors. Senior leaders work well together as a team in the drive to move the school forward. Staff welcome opportunities to take on responsibility. The school has rigorous tracking systems to check pupils' progress and intervention strategies are put in place to address any areas of underachievement. The setting of challenging targets and the monitoring of teaching and learning are helping to raise achievement for the majority, although higher ability children are not always stretched to do their best. Links with parents and with neighbouring schools are particularly strong. One parent said, 'The school's open door policy works well'. Governors are supportive, becoming more effective at offering challenge and increasingly playing a more active role within 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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### 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 extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	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?	2
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

<sup>1</sup> 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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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**

Thank you for welcoming us into your school. We enjoyed our visit and especially enjoyed talking to you and seeing all the interesting work that you do.

Here are some of the things that we liked best.

- You behave very well and enjoy school a great deal.
- You know how to be safe and healthy.
- You are developing excellent personal skills.
- Adults in school look after you very well.
- You have lots of exciting visits and clubs.
- Your teachers make your lessons exciting and interesting.
- Your teachers give you good advice on how to improve your work.

There are two things that we have asked the school to improve.

- Your teachers could challenge those of you who find your work easy more in lessons so that you have to think more deeply and so progress at a faster rate.
- Your senior leaders should check their plans for improving the school more carefully so that they bring about improvements faster.

Thank you again for welcoming us into your school so warmly.