

Inspection of a school judged good for overall effectiveness before September 2024: All Saints CofE Primary School

Powell Building, 1 Little Horton Green, Bradford, West Yorkshire BD5 0NG

Inspection dates:

3 and 4 June 2025

Outcome

All Saints CofE Primary School has taken effective action to maintain the standards identified at the previous inspection.

The headteacher of this school is Kathryn Shaw. This school is part of Collaborative Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Janet Sheriff, and overseen by a board of trustees, chaired by Ian Bond.

What is it like to attend this school?

This school gives a warm welcome to all pupils. Pupils originate from at least 16 different ethnic groups. Pupils speak 47 different languages. Pupils exemplify the school's commitment to inclusion. They respect each other's viewpoints and value all religions equally. Pupils recognise the importance of treating everyone fairly, regardless of race, gender, ethnicity or religion. One pupil, who represented the views of many, described the school as a place where 'kindness is all around you'. Pupils are happy.

Pupils benefit from an ambitious curriculum that meets their needs effectively. They typically achieve well across the curriculum.

The school has high expectations for pupils' behaviour. This school defines this through its vision of 'a united, caring community of learners'. The school explicitly discusses behaviour expectations with pupils. This starts in the Nursery, where adults use phrases such as 'good looking, good sitting, good listening'. Pupils respond swiftly to instructions and move around the school in a calm and sensible manner.

The school provides pupil leadership roles across both sites. For example, Year 1 pupils model positive behaviours for the children in the early years. In key stage 2, there are peer mentors, young minds champions and ambassadors. Pupils value these roles and understand how they contribute to the running of the school.

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

The school's vision for its curriculum stems from its ambition to 'level the opportunities for all'. The curriculum is broad and balanced. The school has thought carefully about how to supplement pupils' learning with 'real life' experiences to make learning meaningful. For example, Reception pupils visit a farm linked to their topic about animals.

The school has introduced 'must knows'. This is the school's system for checking what pupils know and remember from each unit of work. In some subjects, such as history and geography, the 'must knows' support teachers to focus on essential knowledge and skills. However, in some other subjects, the 'must knows' are not specific enough. In these subjects there are some inconsistencies in identifying the most appropriate knowledge for pupils to learn. This means that some pupils do not have the right prior knowledge to build on.

Many pupils join the school at different points during the year. Consequently, phonics teaching is a priority across the school. The school ensures that pupils who need more help consolidating their phonics knowledge receive extra support. This ensures that they catch up quickly. However, some pupils at the early stages of writing do not get appropriate opportunities to practise the sounds they know. This means some pupils do not get sufficient chance to apply the sounds in their writing and spell accurately.

Children in the early years are well supported to embark on their learning journey. This academic year, the school opened a provision for two-year-olds to primarily support children's speech and language needs. The staff actively use simple language so that children learn the names of objects and understand short phrases. This enables the children to communicate effectively and participate fully in activities.

The school has a clear system to support the early identification of pupils with special educational needs and or disabilities. The school considers information from various sources like attendance, attainment and well-being to identify any barriers to learning. This means that pupils receive the right support in a timely manner.

Pupils' attendance is a priority. The school has taken effective action to tackle poor attendance. Pupils enjoy saving the attendance reward of 'All Saints dollars' for a class treat. Attendance rates are improving but are still below national figures.

There is a whole school approach to teaching about healthy relationships. Pupils know a healthy relationship is one that keeps you safe and happy. Pupils share their worries with an adult. They trust that adults will sort out any concerns. The school supports pupils to be prepared for life beyond the school. For example, the school takes key stage 2 pupils on residential visits. Children in the early years walk to the local hospital café each week. This helps to build pupil resilience and confidence.

Leaders have made changes and decisions in the best interests of pupils. They are proactive in ensuring that all their decisions positively impact on the pupils. Leaders are reflective and welcome challenge. Staff are positive that leaders consider their workload and well-being.

The local governing committee understand their roles and responsibilities in challenging and supporting the school. The trust has a good understanding of the school's strengths and next steps. It offers training opportunities. Staff from this school share their expertise with other trust schools.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the school's 'must knows' are too broad. This means there are small inconsistencies in what is being emphasised by teachers as important knowledge. The school should ensure that the 'must knows' identify the essential knowledge it wants pupils to secure.
- On occasions, tasks for pupils at the early stages of writing do not accurately match their phonics knowledge. This means that pupils do not get the practice they need to consolidate their phonics knowledge. The school should ensure that learning tasks closely match pupils' phonics knowledge.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 CofE Primary School, to be good for overall effectiveness in April 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](#)' 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

Unique reference number	149120
Local authority	Bradford
Inspection number	10379424
Type of school	Primary
School category	Academy converter
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	653
Appropriate authority	Board of trustees
Chair of trust	Ian Bond
CEO of the trust	Janet Sheriff
Headteacher	Kathryn Shaw
Website	www.allsaints.bradford.sch.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 in September 2022. When its predecessor school, of the same name, was last inspected by Ofsted, it was judged to be good for overall effectiveness.
- The headteacher was appointed in September 2023.
- As the school is designated as Church of England, it is inspected under section 48 of the Education Act 2005. The school was last inspected in February 2020. Inspections are usually every five years, however, the timescales for reinspection have been extended because of COVID-19.
- Early years and Year 1 classes are educated at another site in the Kennion Building, Kennion Street Bradford, BD5 0NF.
- The school has provision for two-year-olds that opened in September 2024.
- The school does not use alternative provision.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and other leaders in the school.
- The lead inspector also met with members of the local governing committee, the CEO of the trust and trustees.
- The lead inspector held a discussion, by telephone, with a representative from the diocese of Leeds.
- Inspectors visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- 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 considered the responses to Ofsted Parent View, including the free-text comments. They also considered the responses to Ofsted's online survey for staff and pupils. Inspectors spoke with groups of staff and pupils to gain their views about the school.

Inspection team

Alison Stephenson, lead inspector

His Majesty's Inspector

Jane Clayton

Ofsted Inspector

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