



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Ilkley All Saints' Church of England Voluntary Controlled Primary School

Address Easby Drive, Ilkley, Leeds, United Kingdom, LS29 9BE

How effective is the school's distinctive Christian vision established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Overall grade **Good**

The impact of collective worship **Good**

School's vision

Learning hand in hand together with God
Whatever you do, whether in word or deed, do it all in the name of the Lord Jesus, giving thanks to God the Father through him. (Colossians 3:17)

Key findings

- The school's Christian vision is well-embedded and underpins relationships throughout the whole school community. It enables staff and pupils to respect, collaborate and support each other so that pupils, including those who are vulnerable, flourish.
- Governors and leaders are inspired by a determination to 'learn hand in hand' with the result that they consult fully and collaborate in making decisions. However, systems for evaluating the school's strategies and development in the light of the Christian vision are not embedded.
- The curriculum has been revised to meet the needs arising from the school's context and to include some key over-arching questions. However, opportunities across the curriculum for spiritual development are not consistently planned. There are few opportunities for pupils to develop as agents of change.
- The strong partnership with the local church benefits both the school and the parish. It enriches collective worship.
- Religious education (RE) is led well so that staff teach with confidence and pupils enjoy exploring and discussing beliefs.

Areas for development

- Embed the roles and responsibilities of governors and senior leaders in ensuring the monitoring and evaluation of the impact of the school's vision. This is so that effective monitoring informs development planning.
- Plan for spiritual development across the curriculum so that pupils, whatever their age, have opportunities to explore and discuss spiritual and ethical issues.
- Focus pupils' concern to help others by offering more opportunities for them to take a lead in social action. This is so that they may increasingly become agents of change.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

The school's Christian vision of 'learning hand in hand with God' is at the heart of the school community. 'Hand in hand' inspires pupils and staff to work together and care for each other. 'With God' expresses the school's trust in God's presence and guidance so that each is the best they can be. The belief that 'whatever you do' is done for God underpins the vision. Pupils are motivated to be hopeful, achieving, nurturing, developing and sharing, with the initials of these values spelling 'hands'. The vision and values enable children and adults alike to learn and work well together.

The school nurtures pupils, including the vulnerable, so that they flourish. Staff listen to parents, act quickly to resolve difficulties and treat children as individuals. During the lockdowns, vulnerable pupils were given support tailored to their needs, including arrangements to learn in school instead of at home. Pupils and families are equipped to manage their mental and emotional health through a well-established, successful project facilitated by trained staff. Pupils are very accepting and supportive of each other in class. In addition, older pupils are buddies to younger pupils who suffer from high levels of anxiety. Younger pupils appreciate their help in becoming calm. Pupils accept, understand and respect difference. A pupil described this as 'feeling free and open to everyone else.'

The Christian vision shapes the manner in which decisions are made and drives collaborative leadership. The process of making strategic decisions is consultative, reflecting leaders' determination to learn together. Therefore, for example, senior leaders gained the support of parents, through online meetings, for changes in the curriculum. Teaching and support staff see themselves as part of a team where all skills are recognized. Every person's contribution is valued. As a result, staff participate fully in decisions and work together effectively.

Matching skills and experience with responsibilities as lead governors has enhanced the expertise of the recently reconstituted governing body. Systems have been introduced for governors to ensure that the effectiveness of the school as a church school and the impact of the vision are monitored and evaluated. However, the systems of evaluation are not embedded and so their impact is not seen yet on leaders' decisions.

The broad and balanced curriculum is being revised to better represent and reflect diversity and to draw upon the local context. It is enhanced by extra-curricular activities, sport, clubs and some visits off-site. As a result, pupils find learning exciting and enjoyable. Pupils' skills in listening and speaking are of an extremely high standard. The vision of learning hand in hand is the foundation of pupils' confidence in expressing themselves. A pupil commented, 'You can speak your mind'. Therefore, they learn to disagree well through exploring ideas and differing views in depth. In some subjects pupils discuss ethical, moral or spiritual considerations through the overarching questions around which the curriculum is planned. Pupils experience a sense of wonder at the natural world on a geography visit to Ilkley Moor. However, opportunities for spiritual development across the whole curriculum are not consistently identified and planned.

RE is well-led. It is effectively delivered by a team of teachers and teaching assistants so that pupils really enjoy the subject. They engage extremely well in the many opportunities in RE to express their own views, have open discussion and make suggestions. They enjoy finding out about the key beliefs of world faiths. The school supplements the locally agreed RE syllabus with Understanding Christianity, an RE resource. As a result, pupils show a good understanding of the biblical narrative and concepts in Christianity. When the pandemic restricted visits, pupils participated in an Islamic workshop, a visit to a Buddhist temple, and Hindu dance, delivered online. This meant that pupils broadened their understanding of world faiths through virtual experiences. The RE leader ensures that all who teach RE receive a good level of training and support. As a result, staff feel confident in teaching all topics and share the RE leader's enthusiasm for the subject.

Pupils show leadership through a wide range of committees where they work hand in hand with staff. For example, members of the school council decided to make and sell friendship bracelets to raise money to support Ukrainian refugees. They were responsible for both the idea and its organisation. Participation in charitable activities enables pupils to understand disadvantage, for example, by collecting toys for children in need at Christmas. However, although they show leadership, pupils lack opportunities to engage in social action beyond giving in various ways to charity.

Invitational collective worship is central to the daily life of the school and was maintained during the lockdowns. The programme is thoughtfully planned around the church's year so that pupils are encouraged in their understanding of Bible stories and of Christian themes. Pupils and adults value the inclusive discussion and reflection invited by the

weekly question posed by a pupil which begins ‘I wonder...’ At present, pupils contribute to the leading of collective worship by assisting with its organization and leading prayer. Pupils’ feedback helps to shape the development of collective worship so that it is engaging. Therefore, pupils apply thoughts and ideas from collective worship so that these impact on their spiritual growth and daily lives. An example of this was pupils becoming determined to persevere after collective worship on the theme of Lent.

Collective worship is enriched by the strong partnership with the local parish church. During the pandemic the vicar provided weekly videoed worship which drew pupils together in families and school. The priority given to this partnership is such that one of the clergy leads worship every week, working together with school leaders. Pupils and adults value collective prayer and reflection. Many pupils enjoy writing prayers to share at school. Some talk about prayer helping them to cope with personal situations. Gemma’s Garden, in the school grounds, provides a beautiful, peaceful area which helps pupils to relax and reflect.

The school’s vision shapes its relationships with a range of partners. Leadership of the Ilkley All Saints’ Teacher Training Partnership drives a vital strategic partnership. It enhances the school’s teaching and learning and prepares and nurtures church school teachers. Close collaboration with the parish church benefits pupils, staff and members of the congregation. The Two Valleys Learning Collaborative and the diocese assist staff development through support networks and training.

Through their determination to learn hand in hand the school is a place where pupils and adults flourish.

Contextual information about the school

Date of inspection	08/03/2022	URN	107309
Date of previous inspection	29/04/2015		
School status	Voluntary Controlled	NOR	353
Name of MAT/Federation			
Diocese / Methodist District	Leeds		
Headteacher	Michele Robinson		
Pupil profile	The proportion of pupils who are considered to be disadvantaged is below national averages.		
	The proportion of pupils who have special educational needs and/or disabilities is below national averages.		
Additional significant information (if needed)			
Inspector’s name	Eleanor Benson	No.	0920