

# Inspection of Ashlands Primary School

Leeds Road, Ilkley, West Yorkshire LS29 8JY

Inspection dates:	7 and 8 May 2025
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Donna Russell. This school is part of Moorlands 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), Helen Williams, and overseen by a board of trustees, chaired by Alan Halsall.

Ofsted has not previously inspected Ashlands Primary School under section 5 of the Education Act 2005. However, Ofsted previously judged Ashlands Primary School to be outstanding for overall effectiveness, before it opened as Ashlands Primary School as a result of conversion to academy status.

## **What is it like to attend this school?**

Ashlands Primary School has a strong sense of community. Pupils play an active role in contributing to the local area through events such as the Ilkley Carnival. Pupils are proud to represent their school and show a growing awareness of the world around them.

The school and trust have a clear and ambitious vision. Staff share this commitment and work together to provide a high-quality education for pupils. As a result, pupils are well prepared for their next stage of learning and life.

Pupils are proud to be part of the school and feel safe. There are warm relationships between pupils and staff. Pupils talk to adults when they need help. They build positive friendships and behave well. Pupils show kindness, respect and care towards adults and each other. Attendance is high and pupils understand the importance of coming to school every day.

Pupils take on leadership roles, such as being part of the eco team, school councillors and mini headteachers. These roles develop confidence and teamwork. Pupils enjoy a wide range of clubs and enrichment opportunities that link to the curriculum and provide valuable life experiences. These include singing at large events and a visit to Ilkley Town Council.

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

Recently, the school has made considerable changes to the curriculum. The school has designed a suitably ambitious curriculum that typically meets the needs of pupils in the school, including those with special educational needs and/or disabilities (SEND). The school has considered how to sequence learning. However, in some areas of the curriculum, including in early years, the curriculum needs further refining to ensure that teachers are clear about the key knowledge that pupils should know and remember.

Most pupils achieve well in lessons. In subjects such as reading and mathematics, pupils make progress through the curriculum and achieve in line with national expectations. Pupils can remember some previous experiences of learning. Where teachers present learning clearly, pupils have a clear understanding of the knowledge they are learning. However, there is variability in how the curriculum is taught across school. Further work is needed to ensure subject leaders have the expertise to check that the curriculum is being taught as the school intends.

Reading is a high priority. Well-trained staff teach the chosen phonics programme consistently. In early years and key stage 1, effective daily phonics lessons quickly develop pupils' early reading skills. Pupils follow familiar routines and respond well in lessons. Staff check pupils' progress and adapt learning. The school identifies any pupils who struggle to keep up with the phonics programme and swiftly provide timely and effective support. Books are precisely matched to give pupils the practise they need. Pupils develop fluency and expression as they become more confident readers. This

means they make rapid progress and achieve exceptionally well. Pupils enjoy reading and talk enthusiastically about the range of books on offer.

Staff teach the early years curriculum through a range of experiences that engage and motivate children. High-quality interactions develop children's language and social skills, such as sharing and taking turns. Books are a key feature of the curriculum. Children listen to and enjoy texts that link closely to learning. They read to themselves and to each other. Children show care and consideration for each other. They follow daily routines confidently. The school engages well with parents and carers, so children settle quickly into school life.

Pupils, right from the early years, follow the school's high expectations for behaviour. They follow established routines well. Pupils' conduct around school is positive. For example, pupils hold doors open and use manners consistently. Outside, pupils take turns and play respectfully with each other. Pupils value the rewards they receive, including house points and through achievement assemblies.

The school's personal development programme is carefully designed to ensure pupils experience everything that the community and local area have to offer. The curriculum ensures that pupils learn about healthy relationships, keeping safe in the community and online safety. They apply this knowledge to their own friendships. Pupils have a secure understanding of how to look after their physical and mental health. They recognise the importance of sleep and a healthy diet.

Trustees and governors provide effective oversight and strategic direction for the school. The school has a clear understanding of its strengths and areas for development. Staff are proud to work at the school. They welcome the increase in professional development opportunities. Staff appreciate the consideration that leaders give to their workload and well-being.

## **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 areas of the curriculum, the school has not fully identified the specific knowledge that pupils should learn. This means that teachers sometimes find it difficult to check what pupils know and remember. The school should continue to refine the curriculum to ensure that staff are clear about the knowledge that pupils need to learn, the order in which it should be taught and how well they remember it.
- In some subjects, the school's oversight of how the curriculum is taught and its impact on pupils' learning is not fully secure. As a result, there is some variability in how pupils learn and remember key knowledge over time. The school should continue to ensure

that subject leaders have the knowledge and oversight of how well the curriculum is being delivered.

## 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

<b>Unique reference number</b>	149937
<b>Local authority</b>	Bradford
<b>Inspection number</b>	10379442
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	300
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Alan Halsall
<b>CEO of the trust</b>	Helen Williams
<b>Headteacher</b>	Donna Russell
<b>Website</b>	<a href="http://www.ashlandsprimary.org.uk">www.ashlandsprimary.org.uk</a>
<b>Dates of previous inspection</b>	Not previously inspected

## Information about this school

- Ashlands Primary School converted to become an academy in September 2023. When its predecessor school, Ashlands Primary School, was last inspected by Ofsted, it was judged to be outstanding for overall effectiveness.
- The school is part of Moorlands Learning Trust.
- There is a breakfast and after-school club run by the school on site.
- The school runs childcare provision for nursery children before and after their nursery sessions.
- The school uses one unregistered alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form

provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- 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. Inspectors 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 the special educational needs coordinator.
- Inspectors met with leaders from the trust, including the CEO. They also met with members of the trust board and members of the local governing body.
- Inspectors carried out deep dives in these subjects: English, mathematics, science and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils’ work.
- Inspectors listened to pupils reading to a familiar adult.
- Inspectors met with the early years leader and visited the early years provision.
- Inspectors observed pupils’ behaviour in lessons, around the school, at playtime and at lunchtime. Inspectors spoke with pupils about their views of the school, their learning, behaviour and safety.
- To evaluate the effectiveness of safeguarding, the 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. Inspectors also talked to parents in the school playground.
- Inspectors met with staff to gather their views of the school. They also considered the responses to the Ofsted survey for staff.

## Inspection team

Nicola Beaumont, lead inspector

His Majesty’s Inspector

Kate Hall

His Majesty’s Inspector

David Roundtree

Ofsted Inspector

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