

Silsden Primary School

Address: Hawber Cote Lane, Silsden, Keighley, West Yorkshire, BD20 0JJ

Unique reference number (URN): 107273

Inspection report: 14 July 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard

Attendance and behaviour

Strong standard 

Attendance is consistently above national averages for all groups, including those with special educational needs and/or disabilities and those who are disadvantaged. Leaders look closely at attendance patterns to understand what support pupils need. They work closely with families to support regular attendance. Staff monitor attendance carefully and speak with parents quickly when concerns arise. This helps them understand and remove any barriers to attendance. There are clear improvements for individual pupils because of the strong support given to them and their families. Pupils with complex medical conditions are also supported to attend as much as possible, while still managing appointments and illness.

Staff have high expectations of pupils' behaviour, and this is reinforced with consistent routines and positive relationships. Pupils demonstrate very positive attitudes to learning. In lessons, pupils engage well and are ready to learn. They follow routines and behave well in lessons and around school. Behaviour is exemplary. Movement around the school, transitions and social times are calm and orderly. Pupils understand the behaviour policy, including rewards and consequences. Staff feel well supported by leaders when behaviour issues arise. Pupils who find it hard to manage their emotions are well supported. Pupils say that bullying is rare, and they trust that adults deal with any concerns quickly and effectively.

Inclusion

Strong standard 

Provision for pupils with special educational needs and/or disabilities (SEND) is effective and inclusive. Both pupils with SEND and those who are disadvantaged are supported to access the curriculum and succeed. Leaders quickly identify barriers to learning and make helpful changes to support pupils. They seek external support where necessary and work closely with families. This teamwork means pupils' needs are clearly understood and well supported.

In lessons, pupils with SEND are well supported while maintaining their independence. Tools such as assistive technology, visual supports and personalised strategies help pupils with different needs learn alongside their classmates. Leaders have built a strong whole-school approach, with dyslexia-friendly classrooms and sensory strategies used across the school.

Staff are well trained and demonstrate a secure understanding of pupils' individual needs. Leaders regularly review support and update pupils' targets. Teachers check pupils' progress often. Leaders use additional funding carefully, offering targeted support and keeping a close eye on pupils' progress, attendance and engagement. This ensures that disadvantaged pupils make positive progress from their starting points.

Expected standard

Achievement

Expected standard 

Pupils, including those who are disadvantaged and those with special educational needs and/or disabilities, achieve well from their starting points. Phonics outcomes are notably high, with pupils achieving above the national average in assessments. Pupils who do not initially meet the expected standard make good progress through targeted support. By the end of key stage 2, pupils achieve well and results are usually in line with, or above, national averages. Pupils are generally well prepared for the next stages in their education.

Pupils' books show secure progress over time in core subjects, although this standard is not yet consistent across all other subjects. Pupils develop secure subject knowledge, including through the outdoor curriculum, and can confidently explain key vocabulary and ideas. Although leaders' high expectations for foundational skills and knowledge development are evident in some subjects, this is not yet fully consistent across the curriculum.

Curriculum and teaching

Expected standard 

Leaders have developed a well-planned and sequenced curriculum. This provides purposeful opportunities to develop skills and knowledge, including through enquiry activities such as outdoor science learning. Leaders have prioritised pupils' enjoyment in school, although sometimes this means pupils do not build subject-specific knowledge as securely as they could. Staff make regular checks on learning to ensure that pupils can remember key ideas. They provide quick support to any pupil who needs extra help so they can keep up.

Across the school, staff use consistent routines and high expectations that help pupils learn well. Staff training is used well to develop the curriculum and support teachers at all stages of their career. Phonics teaching is a strength. Effective assessment, targeted intervention and well-matched reading books ensure that pupils make positive progress. Staff provide effective support that encourages pupils to work independently. Adaptations and hands-on resources enable pupils, including those with special educational needs and/or disabilities, to take part in learning successfully.

Writing development has been a priority for the school. This work is mostly effective, but high expectations for handwriting, presentation, spelling, posture and pencil grip are not yet consistent in every class. These strong expectations are clear in English and are now being developed further across other subjects.

Early years

Expected standard 

Children make a successful start to their school life. Early years provision offers a calm, nurturing environment where children are happy, settled and develop positive relationships with adults. Leaders have a clear vision and have carefully designed the curriculum so children progress smoothly from nursery to reception and into Year 1. The curriculum is built around what children need at each stage of their development and is planned so all children make good progress. This includes those with special educational needs and/or disabilities

and those who are disadvantaged. Leaders emphasise the basics of pencil grip, letter formation and handwriting. They also ensure that language and communication, phonics and vocabulary are high priority. These skills, along with effective transition, ensure that children are ready for Year 1.

From the moment they join nursery, children benefit from purposeful provision, well-established routines and early assessment of their needs. Leaders use this information to provide effective support and close any gaps in learning. The improved outdoor provision helps children explore meaningfully and build on their learning. Adults generally support children's language well by using deliberate interactions to move learning and vocabulary on.

Children are well cared for, with secure safeguarding practice, clear routines and the right staffing in place to keep them safe.

Leadership and governance

Expected standard 

Leaders have a clear vision for the school and have created a positive culture with high expectations and supportive relationships for pupils and staff. They understand the school's strengths and prioritise actions for further improvement. Staff generally feel supported, valued and involved in school improvement, with training helping to strengthen practice. They say that leaders take workload and wellbeing into account and work to reduce unnecessary tasks without affecting pupils' experiences. Leaders make decisions in pupils' best interests, especially for those who face additional challenges. They provide effective support for vulnerable pupils, including those with special educational needs and/or disabilities and those who are disadvantaged. Most parents and carers hold positive views about the school and value the work leaders do, including the wide range of extra-curricular opportunities. The pastoral team works closely with families to build positive relationships and strengthen the home-school partnership.

Governance is effective. Governors have a comprehensive understanding of the school's vision, ethos and priorities. They use information to challenge leaders effectively and hold them to account. Governors understand and fulfil their statutory responsibilities. They are proactive, making regular visits to school to understand and validate the information they receive about aspects of leaders' work. Leaders and governors are rightly proud of their school and the role it plays in the local community.

Personal development and wellbeing

Expected standard 

Leaders have developed a well-structured and comprehensive personal development programme that supports pupils' wellbeing and confidence. Pupils feel valued, respected and cared for. They know which adults they can talk to if they are worried, and they trust staff to listen and act.

The personal, social and health education (PSHE) curriculum teaches the pupils how to keep safe, including online. This is supplemented by work with outside agencies, including the police, fire service and water safety charities. Pupils remember what they learn in their PSHE lessons. They develop an awareness of protected characteristics, fundamental British values and why respecting diversity matters. They understand how these ideas apply in their

daily school life. Pupils learn how to manage their emotions, what to expect during puberty, and what healthy relationships look and feel like.

Leaders provide a range of opportunities that support pupils' personal development and wellbeing. Pupils value enrichment opportunities such as beekeeping, the climbing wall and the 'Silsden Seven' qualities, which help them build resilience, independence and responsibility. Leaders provide a range of extra-curricular opportunities and monitor participation, although disadvantaged pupils and pupils with special educational needs and/or disabilities take part less often than their peers. Pupil leadership opportunities are developing, including reading peer buddies, house captains and older pupils supporting younger ones on the climbing wall. Residential visits across different year groups help pupils build confidence and resilience and give them valuable outdoor learning experiences. Pupils value these memorable opportunities.

Fergus, the school dog, supports pupils who may be struggling with their emotions. This develops their confidence and sense of responsibility. Pastoral staff know pupils and families well, and the support they provide is effective for those who need it. They also help families access additional support services when needed.

What it's like to be a pupil at this school

Pupils are happy and safe at Silsden Primary School. They are proud of their school and benefit from a wide range of opportunities to enhance their time at school. Pupils' behaviour is exemplary and they treat each other and the adults they meet with kindness and respect. Pupils say bullying is rare, and they trust adults to deal with any concerns quickly. Behaviour in lessons, including in the early years, is focused and purposeful, with movement around school calm and orderly. Social times are harmonious and pupils play cooperatively with one another. Pupils are valued, respected and cared for by the staff who work with them. Leaders work to reduce barriers to pupils' learning or wellbeing. All pupils, including those with special educational needs and/or disabilities, those known to social care or those who are disadvantaged, enjoy a sense of belonging. This helps most pupils attend regularly.

Silsden is a very inclusive school. Pupils understand that people are different and should be treated equally. They are proud of this and can explain how they would include others in their work and play. They learn about different religions and cultures and show respect for diversity. Pupils enjoy their learning and take part in their lessons eagerly. Lessons build on pupils' prior learning, and most pupils develop knowledge and skills over time. A small number find it harder to apply some aspects securely. Pupils benefit from a wide range of experiences beyond the classroom. They enjoy visits, outdoor learning, clubs and leadership opportunities. These contribute to pupils' personal development and develop their confidence.

Pupils achieve well from their starting points and are well prepared for the next stage of their education.

Next steps

- Leaders should ensure that pupils apply basic skills, such as correct letter formation, punctuation, spelling and capital letters, consistently across all subjects.
 - Leaders should strengthen the consistency of adult-child interactions in the early years so that staff maximise the opportunities to develop children's language and communication.
 - Leaders should sharpen the precision and rigour of their monitoring, evaluation and record-keeping processes so that they can demonstrate the sustained impact of their work and secure consistently strong outcomes across all areas of the school's provision.
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About this inspection

The chair of the board of governors in this school is Louise Dale.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher and other senior leaders during the inspection. They also met with members of the governing body and a representative from the local authority. Inspectors spoke with some pupils, staff, parents and carers.

The school currently uses no alternative provision.

Headteacher: Karl Russell

Lead inspector:

Lorraine Bamforth, His Majesty's Inspector

Team inspectors:

Lynda Florence, Ofsted Inspector

Michele Costello, Ofsted Inspector

John Davie, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from [different sources](#). More recent data may have been published since the full inspection took place.



The inspector(s) used this data during the full inspection on 14 July 2026

School and pupil context

Total pupils

644

Well above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

630

Well above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

17.02%

Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

1.86%

Below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

12.27%

Close to average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Below average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	64%	61%	Close to average
2024/25 (final)	72%	62%	Above
2023/24 (final)	62%	61%	Close to average
2022/23 (final)	58%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	79%	74%	Close to average
2024/25 (final)	82%	75%	Above
2023/24 (final)	78%	74%	Close to average
2022/23 (final)	78%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	72%	72%	Close to average
2024/25 (final)	80%	72%	Above
2023/24 (final)	71%	72%	Close to average
2022/23 (final)	66%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	84%	73%	Above
2024/25 (final)	90%	74%	Above
2023/24 (final)	80%	73%	Close to average
2022/23 (final)	83%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	51%	46%	Close to average
2024/25 (final)	62%	47%	Above
2023/24 (final)	58%	46%	Above
2022/23 (final)	35%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	68%	62%	Close to average

Year	This school	National average	Compared with national average
2024/25 (final)	71%	63%	Close to average
2023/24 (final)	68%	62%	Close to average
2022/23 (final)	65%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	65%	59%	Close to average
2024/25 (final)	76%	59%	Above
2023/24 (final)	68%	58%	Close to average
2022/23 (final)	52%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	65%	60%	Close to average
2024/25 (final)	76%	61%	Above
2023/24 (final)	68%	59%	Close to average
2022/23 (final)	52%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference

between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	51%	68%	-17 pp
2024/25 (final)	62%	69%	-7 pp
2023/24 (final)	58%	67%	-10 pp
2022/23 (final)	35%	66%	-32 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	68%	80%	-11 pp
2024/25 (final)	71%	81%	-9 pp
2023/24 (final)	68%	80%	-11 pp
2022/23 (final)	65%	78%	-13 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	65%	78%	-13 pp
2024/25 (final)	76%	78%	-2 pp
2023/24 (final)	68%	78%	-9 pp
2022/23 (final)	52%	77%	-25 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	65%	80%	-15 pp
2024/25 (final)	76%	81%	-4 pp
2023/24 (final)	68%	79%	-11 pp
2022/23 (final)	52%	79%	-27 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	4.1%	5.2%	Below
2023/24 (3 term)	4.5%	5.5%	Below
2022/23 (3 term)	4.8%	5.9%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	8.4%	13.0%	Below
2023/24 (3 term)	9.7%	14.6%	Below
2022/23 (3 term)	10.9%	16.2%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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