

Inspection of a good school: All Saints CofE Junior School

Hurds Hollow, Matlock, Derbyshire, DE4 3LA

Inspection dates:

15 and 16 September 2021

Outcome

All Saints CofE Junior School continues to be a good school.

What is it like to attend this school?

Pupils are happy and enjoy learning at All Saints CofE Junior School. They get on well with each other. They are polite, kind, and helpful to adults and their peers. Pupils are proud of their school and strive to do their best. They know that teachers expect them to try their best. Leaders and staff put pupils' best interests at the heart of the school, through their aims of 'inspire kindness, realise potential, value all'.

Pupils told the inspector that they understand what bullying means. They said they were sure it does not happen here but know what to do if it did. Pupils show respect to each other. One pupil said: 'We are all in this school together, there is no need to discriminate people for how they feel or how they look.' The atmosphere around the school is calm and purposeful. At playtime, pupils play happily together.

Pupils said they feel safe in school. They know how to keep themselves safe online. Leaders and staff encourage pupils to develop healthy lifestyles. There is a good range of activities open to all pupils. Pupils enjoy competing in 'the daily mile' challenge. They know how to keep themselves healthy.

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

Leaders and staff strive to give the best education to pupils. Leaders have reviewed the curriculum over the last three years and made many changes. Careful planning sets out the important knowledge that pupils need to learn. This is built upon over time. Teachers revisit prior learning to ensure that pupils remember more and know more. Teachers use timely assessments to understand what pupils know and remember. This enables them to plan next steps and identify any extra support which pupils may need.

Teachers have strong subject knowledge. They create interesting lessons that help pupils to understand difficult concepts. However, pupils are not always clear about what they are learning. This is because the learning intentions are not always crystal clear. Leaders are aware of this and are putting plans in place to address this.

Leaders and staff promote a love of reading and books throughout the school. They want pupils to be lifelong readers. The books that pupils are given to read match their reading abilities well. Pupils read with fluency and confidence. Pupils who are falling behind are given appropriate support so that they can catch up. Pupils enjoy visiting the well-stocked library and 'breakfast with a book'. They take home books to read for pleasure. Teachers read to pupils every day to develop their knowledge of vocabulary.

The mathematics curriculum is strong. Teachers make sure that pupils are taught knowledge and skills in a systematic way. This enables pupils to recall previous learning. Pupils practise their arithmetic and times tables regularly. Pupils say they enjoy learning mathematics. Pupils' books show that the curriculum helps them remember the number facts needed to problem solve.

In history, there is a clear focus on developing pupils' understanding of chronology. Pupils have begun to remember some key knowledge. Year 6 pupils spoke enthusiastically about their learning of the Industrial Revolution.

Pupils follow a broad curriculum. Pupils with special educational needs and/or disabilities (SEND) have access to the same curriculum as other pupils. Leaders are ambitious for pupils with SEND. Teachers adapt their plans to ensure that these pupils do not fall behind. Teaching assistants support pupils with SEND effectively. Leaders work closely with teachers, parents, and external agencies to assess pupils' needs and provide the right support for them.

Leaders provide opportunities to help pupils prepare for life in modern Britain. For example, pupils enjoy trips to the theatre and events at the local church. This is being developed through enrichment passports. These aim to help pupils know more, experience more, remember more, and do more. However, pupils are less clear about their knowledge of other faiths and religions and fundamental British values.

Governors work closely with leaders to further improve the school. They ensure that there is effective transition for pupils from the federated infant school. Pupils start the junior school with confidence. Staff feel very well supported. Leaders work effectively with their colleagues from The Derby Diocesan Academy Trust. Staff appreciate the training provided for them. Staff say leaders consider their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

The school has a strong safeguarding culture. Adults understand their roles and responsibilities for keeping everyone safe. There is a high priority placed on staff training. Regular briefings help to maintain adults' understanding of safeguarding matters. Staff teach pupils how to keep themselves safe, including online. For example, during lockdown leaders gave pupils reminder posters on how to keep themselves safe online. Policies and procedures are strong, including staff pre-employment checks.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Subject plans do identify the key knowledge that pupils should learn. However, the key knowledge, in some subjects, is not always made clear to pupils. Leaders should ensure that teachers identify and convey to pupils the key knowledge that they will need to know and recall during lessons over time.
- Some pupils find it difficult to talk about their understanding of fundamental British values. While key learning points are promoted through assemblies and displays around the school, leaders need to ensure that this aspect of the curriculum is taught more explicitly to pupils. This will help to deepen pupils' understanding of this aspect of their social and cultural development.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that a good school could now be better than good, or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good on 4 and 5 December 2012.

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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	144067
Local authority	Derbyshire
Inspection number	10199526
Type of school	Primary
School category	Academy converter
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	232
Appropriate authority	Board of trustees
Chair of trust	Michael Ford
Headteacher	Ben O'Connell
Website	http://www.allsaintsfed.derbyshire.sch.uk/
Date of previous inspection	4–5 December 2012, under section 5 of the Education Act 2005.

Information about this school

- All Saints CofE Primary School converted to become an academy school in April 2017. When its predecessor school was last inspected, it was judged to be good overall.
- The headteacher was appointed in May 2018.
- The most recent section 48 inspection, which is an inspection of the school's religious character, took place in March 2016.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with school leaders and has taken that into account in their evaluation.
- During the inspection the inspector met with the headteacher, the special educational needs and disabilities coordinator, curriculum subject leaders and teachers from across all year groups. The inspector also met with the chief executive officer of the multi-academy trust, the deputy chief executive officer, a trustee, and the chair of the governing body.

- The inspector spoke with several groups of pupils to talk about their learning across the curriculum.
- The inspector did deep dives in reading, mathematics and history. The inspector spoke with the leaders of these subjects. The inspector visited lessons, spoke with pupils and teachers, listened to pupils read and looked at pupils' work and documentation to understand the quality of education.
- To evaluate the effectiveness of safeguarding, the inspector reviewed school policies, procedures, and records. The inspector spoke with the headteacher, who is also the designated safeguarding lead. The inspector also spoke to staff, trust members, the chair of governors and pupils about the school's approach to keeping pupils safe.
- The inspector observed pupils' behaviour in lessons and around school.
- The inspector considered 28 responses to Ofsted Parent View, including 25 free-text comments. The inspector considered the views of staff from meetings with groups of staff and from the eight staff who responded to the confidential questionnaire. The inspector also considered the views of pupils.

Inspection team

Kirsty Norbury, lead inspector

Her Majesty's Inspector

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