

Inspection of All Saints' CofE Primary School

Dudwell Lane, Halifax, West Yorkshire HX3 0SD

Inspection dates: 28 and 29 March 2023

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Outstanding

What is it like to attend this school?

Pupils, including children in the early years, flourish in this exceptional school. They love coming to school. Pupils attend well. The school's Christian values and SHINE principles underpin all aspects of school life. Pupils willingly live out these principles. They achieve extremely well across the curriculum.

Pupils behave remarkably well. They treat each other and staff with the utmost respect. Bullying incidents are rare. When any concerns over bullying do arise, staff deal with this promptly and effectively. Pupils say that they feel safe in school.

Leaders listen to and act upon the suggestions of pupils. Because of this, pupils take great pride in carrying out their roles and responsibilities, such as junior leaders and SHINE leaders. Pupils take part in a wide range of well-planned enrichment programmes. During the inspection, they joyfully performed in the school's Easter production at the local church.

Parents and carers are overwhelmingly positive with the quality of education on offer. One parent echoed the view of many, saying, 'All Saints' is a fantastic school, staff work hard to make sure children are happy and that they achieve well.'

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

Leaders and staff have very high expectations of all pupils. Leaders provide an exceptional quality of education for all pupils, including those with special educational needs and/or disabilities (SEND).

Leaders have embedded a highly ambitious and engaging curriculum, often exceeding the expectations of the national curriculum. Subject leaders have identified the powerful knowledge, skills and key vocabulary that pupils need to secure to reach ambitious end points.

Teachers have strong subject knowledge. They ensure pupils are taught content in a sensible order. Teachers use assessment well. They check what pupils know and can do through skilful questioning. Teachers use this information to adapt planning, so that any gaps in pupils' learning are quickly addressed. Pupils have lots of opportunities to revisit and build on their prior learning. This helps them to learn and remember more. Pupils can confidently explain what they have learned before.

Reading is a high priority. Children in Reception are well supported to quickly develop a secure understanding of phonics. As a result, children in the Reception Year and pupils in key stage 1 learn to read well. Pupils are provided with books to read that match the sounds they know. Staff support weaker readers to catch up quickly. Pupils love learning to read. They enjoy listening to their teachers reading stories to them. Older pupils are confident in their reading abilities and are passionate when discussing books that they have enjoyed.

Children in Reception Year are excited by their learning. They enthusiastically follow routines and instructions. Children are kind and friendly. They understand the importance of turn taking and sharing. Children benefit from a carefully planned curriculum. Leaders have prioritised children's language development. Skilful staff expertly provide an engaging learning environment that matches the children's interests and developing needs. Children are successfully prepared for Year 1.

The special educational needs coordinator has ensured that the needs of pupils with SEND are carefully identified. Teachers adapt their teaching to meet the needs of all pupils. Pupils with SEND are supported well and they achieve excellence alongside their peers.

Pupils' attitudes to learning are exemplary. They focus deeply on their learning. Low-level disruption in lessons is vanishingly rare. Pupils take pride in their work. Their attendance is high, demonstrating their keenness to attend school.

Leaders' work to promote pupils' personal development is exceptional. The school's motto, 'Shine and make a difference', permeates all aspects of school life, including the wider curriculum. Pupils contribute positively to the school and to the local community. Pupils regularly take part in fundraising activities for their chosen charity. During the inspection, they eagerly raised money for a local children's hospice. Pupils have opportunities to attend a wide range of after-school clubs, such as table tennis, dance, choir and multi-sports events. These help to develop pupils' interests and talents. Leaders check who is taking part in the extra-curricular offer. They make sure that all pupils, including those who are disadvantaged, receive a wide range of experiences.

Leaders have created a culture where pupils learn about other faiths and different communities. Pupils learn to respect the views of others through well-designed activities. They also learn about healthy relationships and how to keep themselves healthy, both physically and mentally.

Governors know the school well. They ensure that they support and challenge school leaders effectively. Staff, including those new to teaching, feel extremely well supported by leaders. They are proud to work at this school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders prioritise the safeguarding of pupils. There is a strong culture of safeguarding within the school. Leaders make sure that all staff know how to keep pupils safe. Staff are vigilant. They swiftly pass on any concerns that they may have about pupils' safety and welfare. Leaders are tenacious in pursuing the right support for any pupil at risk from harm. They work well with a range of external agencies to ensure the safety of pupils. This includes personalised support for pupils' emotional health and well-being. Pupils learn about the risks that they may face, including when online.

Leaders carry out appropriate recruitment checks on adults working at the school.

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](#)' 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	107569
Local authority	Calderdale
Inspection number	10242438
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	212
Appropriate authority	The governing body
Chair of governing body	Jennifer Middleton
Headteacher	Lauren Watson
Website	www.allsaintsschoolhalifax.co.uk
Date of previous inspection	29 January 2009

Information about this school

- Since the previous inspection, several new leaders have taken up post. This includes the current headteacher and the chair of governors.
- The school does not make use of any alternative providers.
- The school is voluntary aided school with a religious character. It is part of the Diocese of Leeds. The school's most recent section 48 inspection took place in March 2019. Due to the pandemic, section 48 inspections were suspended and the inspection window was extended by up to eight years. Therefore, the next section 48 inspection is due by March 2027.

Information about this inspection

The inspector(s) carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors met with senior leaders, including school leaders and representatives of the governing body and the chair of governors. The lead inspector spoke to a local authority representative, a representative from the Diocese of Leeds and the school's improvement partner.
- The quality of education was considered through deep dives in early reading, design technology and science. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and scrutinised samples of pupils' work. An inspector also listened to some pupils read.
- Inspectors also looked at samples of pupils' work in other subjects and scrutinised curriculum plans in geography, history, and personal, social and health education.
- Inspectors examined a range of documentation, including leaders' self-evaluation, improvement plans, governors' minutes and documentation relating to pupils' attendance and behaviour.
- Inspectors met with the designated safeguarding lead and deputy safeguarding leaders. An inspector checked the single central record. Inspectors reviewed records relating to behaviour, attendance and safeguarding. Checks were made on staff's training and safeguarding procedures.
- Inspectors considered the views of parents through the responses to Ofsted's online questionnaire for parents, Ofsted Parent View, and through discussions with some parents at the start of the school day. Inspectors considered the views of pupils through their responses to Ofsted's online survey for pupils and through meetings held with pupils.
- Inspectors considered the views of staff through meetings, informal discussions and their responses to Ofsted's online survey for staff.

Inspection team

Jean Watt, lead inspector

Ofsted Inspector

Alison Ashworth

Ofsted Inspector

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