

# Inspection of a good school: All Saints Church of England Infant Academy

Northolme Road, Hessle HU13 9JD

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Inspection dates:

30 April and 1 May 2024

## Outcome

All Saints Church of England Infant Academy continues to be a good school.

The headteacher of this school is Laura Jackson. This school is part of Ebor Academy 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), Gail Brown, and overseen by a board of trustees, chaired by Rachel Totton.

## What is it like to attend this school?

All Saints Church of England Infant Academy cares about its pupils and their families. Positive and warm relationships are at the heart of this school. Pupils know that they are valued. Staff provide high-quality pastoral care. This helps pupils to feel safe and happy.

Pupils learn in a nurturing yet purposeful environment. The school has high expectations of what pupils can achieve. Leaders have put in place an ambitious and interesting curriculum across a wide range of subjects. Pupils enjoy their learning. As a result, attendance is high. Pupils want to be in school. They are keen to learn new things and be with their friends.

Pupils know the behaviour standards that adults expect of them. They strive to meet these expectations by behaving well in class and during social times.

Pupils appreciate their daily 'check-in' as part of their class teams. They share their feelings and learn important social skills, such as listening to, and respecting, others. These 'check-ins' form part of the wider offer in place that supports pupils' mental health and well-being.

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

Leaders ensure that staff have the expertise they need to fulfil their roles. Staff learn from each other to continue to provide a high-quality curriculum for pupils. Staff feel well supported and valued by leaders.

Leaders, including those responsible for particular subject areas, have a clear vision of what they want pupils to learn in each year group from Nursery to Year 2. They have carefully designed how learning should build up over time. They make regular checks to ensure that this knowledge is taught and pupils are learning what they need to. Pupils benefit from deliberate opportunities to revisit prior learning in all curriculum subjects.

The school has made reading a priority. This starts at the earliest opportunity when children start Nursery. Leaders recognise the importance of developing pupils' language skills from the beginning of their time in school. Staff model and extend pupils' vocabulary while they play. In the early years, books are selected that promote a love of reading. Children become familiar with the language from stories by retelling fairy tales. They learn how to look at, and look after, books carefully.

Staff complete training that enables them to support those pupils at the earliest stages of learning to read. Pupils read books that are well matched to the sounds they know. This helps them to develop in confidence. Adults skilfully and sensitively teach those pupils who need additional time to catch up to their peers. They understand the importance of modelling how to read to pupils. As pupils move through the school, they develop the fluency to become increasingly confident and competent readers.

In subjects such as history, the curriculum is detailed. The school has made deliberate decisions to ensure that the local community is reflected within it. Sequences of learning link together so that pupils progress through the curriculum well. For example, children in Reception learn who is important to them and their family. In key stage 1, pupils build on this knowledge. They learn about significant people and events from the past. They talk confidently about how these individuals and events have changed the way we live today. Themes such as monarchy and invasion are woven through the curriculum so that pupils build up a secure understanding of important information. This ensures they are well prepared for their next stage of education.

Leaders have responded swiftly to meet the needs of the growing number of pupils with special educational needs and/or disabilities (SEND) who attend the school. Provision for pupils with SEND is carefully considered. Pupils with SEND receive effective, personalised support. They have their needs accurately identified. Leaders actively source additional advice for staff to ensure pupils get the support they need.

The curriculum for pupils' personal, social and health education is well thought through. Pupils learn about healthy relationships and know what it means to be a good friend. Through the Christian ethos of the school, as well as structured teaching sessions, pupils learn what it means to grow up in modern Britain. They have an understanding of other faiths and cultures. Pupils talk about respecting others. They are aware of diversity and acknowledge that difference does not stop people from being friends or getting on. Pupils enjoy the responsibility of being part of the school 'care squad'. However, other roles and wider opportunities in school for pupils are more limited.

The trust works closely with the school to provide support and challenge for leaders. The trust acknowledges the positive actions already made by the current leadership team and is committed to making further improvements alongside the team in the future.

## Safeguarding

The arrangements for safeguarding are effective.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- The offer for pupils to take part in wider roles and responsibilities is limited. This includes pupils with SEND. Pupils miss out on opportunities to share and act on their own ideas and have their voices heard. The school should provide a wider range of opportunities, such as roles in school or targeted clubs, to enhance its offer for pupils to develop their personal and social skills.

## 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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the predecessor school, All Saints Church of England Infant School, to be good in May 2019.

## 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>	147408
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	10297479
<b>Type of school</b>	Infant
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	339
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Rachel Totton
<b>CEO of the trust</b>	Gail Brown
<b>Headteacher</b>	Laura Jackson
<b>Website</b>	<a href="http://www.allsaints.ebor.academy">www.allsaints.ebor.academy</a>
<b>Date(s) of previous inspection</b>	Not previously inspected

## Information about this school

- All Saints Church of England Infant Academy converted to become an academy school in September 2019. When its predecessor school, All Saints Church of England Infant School, was last inspected by Ofsted, it was judged to be good overall.
- The school joined Ebor Academy Trust in September 2019.
- The school is federated with All Saints Church of England Junior Academy, located on the same site. The schools share the same headteacher and senior leadership team.
- The school does not use any alternative providers of education.
- The school last received a Statutory Inspection of Anglican and Methodist Schools in November 2019, where the school was judged to be good. The next section 48 inspection is due in 2025.
- There is a breakfast and after-school club on site, run by external providers.

## Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher, the deputy headteacher and other school leaders. She also spoke with a range of staff.
- During the inspection, the inspector spoke with governors, including the chair of the governing body, and with members of the trust, including the CEO and the chair of the board of trustees.
- The inspector considered the responses to Ofsted Parent View, including the free-text comments. She also considered the responses from the Ofsted surveys for staff and pupils.
- To evaluate the effectiveness of safeguarding, the inspector: 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.
- The inspector observed pupils' behaviour at breaktimes, during lessons and around school. She also spoke with pupils about their experiences at school.
- During the inspection, the inspector carried out deep dives in early reading, mathematics and history. She met with subject leaders and teachers and visited a sample of lessons. The inspector spoke with pupils about their learning in these subjects. She looked at examples of pupils' work.
- The inspector observed some pupils from Reception to Year 2 read to a familiar adult.

## Inspection team

Sarah Gordon, lead inspector

His Majesty's Inspector

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