

Inspection of Normanton All Saints CofE Infant School

High Street, Normanton, West Yorkshire WF6 1NR

Inspection dates:	5 and 6 November 2024, and 14 January 2025
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding for overall effectiveness at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since April 2013. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

Pupils thrive at this happy school. They embody the school's vision of 'respect, empower, grow'. Pupils are supported to be the best version of themselves.

The school is extremely ambitious for its pupils. Pupils rise to the challenges that the school sets for them. Effective support is provided for pupils with special educational needs and/or disabilities (SEND) to achieve alongside their peers. From the early years, children develop a thirst for knowledge that helps them to become confident and inquisitive learners. They are remarkably well prepared for key stage 1. Pupils in key stage 1 are equally well equipped for the transition to junior school.

Pupils' behaviour is exemplary. They take great pride in treating others as they wish to be treated. Pupils are delighted to be mentioned on 'recognition boards' for their excellent attitudes to school life.

Members of the school council attend 'town hall' meetings to share their ideas. They encourage classes to earn 'badge awards' for their highly tangible contribution to school and to the wider community. For example, pupils take part in local litter-picking activities and record songs for a talking newspaper. Pupils are keen dining hall helpers, happiness ambassadors and playground buddies. They are proud of the difference that these roles make.

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

This is a school that is never complacent. Despite its many notable strengths, it continually looks to further improve its already exceptional offer to pupils. No opportunity is lost to improve learning for pupils. The school helps pupils with additional needs to overcome any barriers to learning. This starts in the early years, where children with SEND are quickly identified.

Much thought has been given to shaping a curriculum that engages and motivates pupils. The school has ensured that there is clarity about the most important knowledge and vocabulary that pupils should learn in each subject. When required, small refinements to the curriculum are made so that the needs of different cohorts are well met. Most pupils with SEND access the same learning as their peers. Where required, leaders have well-matched individual learning plans in place. Pupils with SEND benefit from the same excellent curriculum as their peers.

Staff benefit from regular training that helps them to refine their practice, while ensuring that their workload is manageable. As a result, staff have considerable subject expertise. In the early years, staff seize every opportunity to support children to be immersed in highly purposeful learning. Teachers ensure that pupils have secure foundations in their learning before moving on to more difficult concepts. Pupils gain an impressive depth of knowledge during their time at the school. They spoke about their learning with confidence and genuine interest.

The school places the highest priority on ensuring that pupils learn to read. From the Nursery Year, staff skilfully extend children's vocabulary. Children enjoy stories and songs that help them to recognise sounds and rhymes. Pupils who struggle to read are provided with timely support to become confident and fluent readers.

Enticing reading areas, combined with the 'reading café' and the work of pupil reading ambassadors, help to foster pupils' love of reading. The school ensures that pupils have access to books that help them to explore the rich diversity among people and families. Pupils spoke knowledgably about 'big ideas' from books, such as perseverance. They are taught how to relate their reading to their own lives. This supports them to be understanding of the experiences of others.

The school's focus on developing pupils into well-rounded young people is noteworthy. Pupils are exceptionally well supported to look after their own well-being. They are encouraged to use affirmation stations to recognise their inner 'cheerleader'. Pupils are also taught to use journals to reflect on how unique and special they are. Those pupils who sometimes struggle to regulate their own behaviour benefit from sensitive support from staff. They are helped to manage their emotions.

Pupils are committed to their learning. They stretch their 'learning muscles' when graduating from the school's 'university of life'. For example, they can choose to learn more about cooking, woodwork or storytelling. Pupils also enjoy growing, harvesting and using crops from the school's garden. These experiences help pupils to develop their confidence and be aspirational for their futures.

The school supports parents to be partners in their children's learning. This includes taking effective action to provide support for pupils and their families with regards to attendance. As a result, attendance rates are improving.

Governors know the school well and are deeply committed to ensuring that pupils receive the highest quality of education. Their expertise supports the school in maintaining its high standards.

Safeguarding

The arrangements for safeguarding are effective.

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

Unique reference number	108259
Local authority	Wakefield
Inspection number	10322953
Type of school	Infant
School category	Voluntary aided
Age range of pupils	3 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	299
Appropriate authority	The governing body
Chair of governing body	David Collett
Headteacher	Amy Stone
Website	www.allsaints-normanton.wakefield.sch.uk
Dates of previous inspection	25 and 26 April 2013, under section 5 of the Education Act 2005

Information about this school

- The school has an off-site nursery at 1A Church Lane, Normanton, Wakefield WF6 2DE.
- From September 2024, the headteacher and an acting headteacher lead the school on a job-share basis.
- The school is part of the Diocese of Leeds. The school's last section 48 inspection, for schools of a religious character, took place in January 2017. The next section 48 inspection is due to take place during the academic year 2024 to 2025.
- The school runs a breakfast club for pupils.
- The school does not make use of 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.

The inspection started on 5 November 2024. An inspector returned on 14 January 2025 to gather additional evidence in line with [Ofsted inspections and visits: deferring, pausing and gathering additional evidence](#) policy.

- 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, acting headteacher, assistant headteachers and subject leaders.
- Inspectors spoke with representatives of the governing body and the school's school improvement partner.
- Deep dives were carried out in these subjects: early reading, mathematics, design technology 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 also looked at curriculum documentation and pupils' work in art and design and in geography.
- An inspector observed pupils reading to a familiar adult.
- Inspectors spoke to pupils formally and informally about their learning and their experiences at school.
- Inspectors visited the off-site nursery provision.
- To evaluate the effectiveness of safeguarding, 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 observed pupils' behaviour throughout the school day, including during breakfast club, lesson visits and at breaktimes and lunchtimes. Inspectors spoke to groups of pupils about their views on behaviour at the school.
- The inspectors reviewed the parental responses received through the online questionnaire, Ofsted Parent View, including the free-text responses. An inspector also spoke to parents as they dropped their children off at the school gate.
- Inspectors also considered the responses received through Ofsted's staff questionnaire.

Inspection team

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