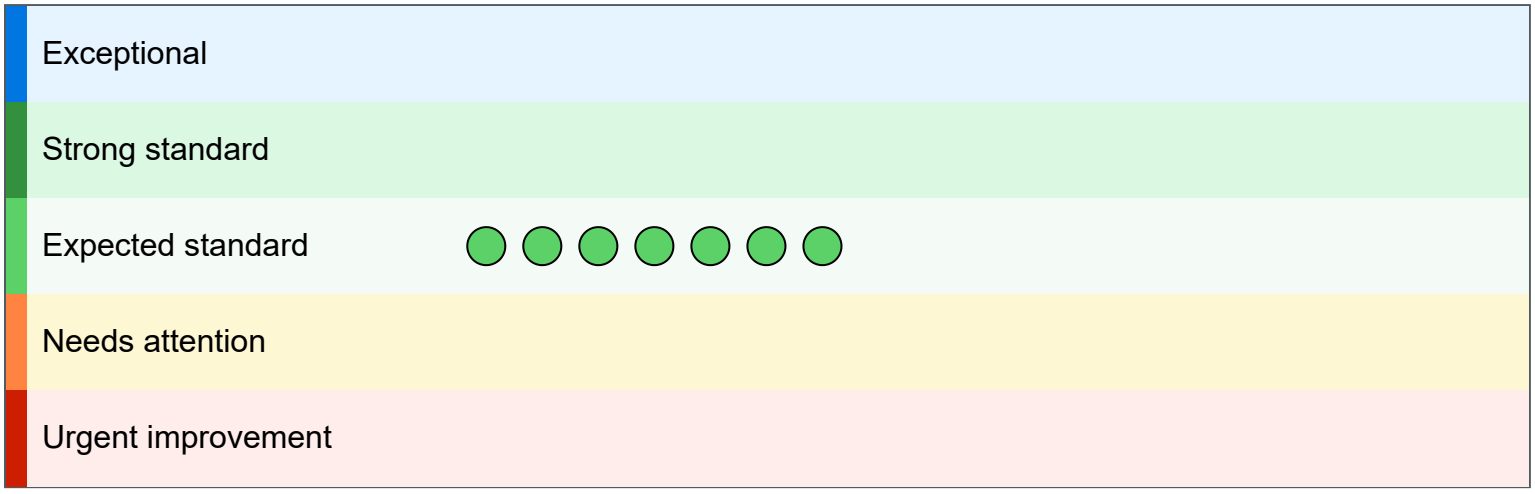
Huthwaite All Saints Church of England Infant and Nursery School

Address: Common Road, Huthwaite, Nottinghamshire, NG17 2JR

Unique reference number (URN): 149418

Inspection report: 3 March 2026



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.

Expected standard

Achievement

Expected standard

Pupils make secure progress as they move through the school. Many children begin their education with knowledge and skills that are well below what is typical for their age. The school now welcomes 2-year-olds into Nursery. This early start helps staff identify needs quickly and give children the right support from the very beginning. By the end of Year 2, most pupils have closed the early gaps in knowledge they arrived with. The school makes sure that the foundations for learning are secure, so pupils are ready for their next steps in education.

The school's phonics outcomes continue to improve. Pupils read with growing fluency and independence. As their reading becomes more confident, pupils access the wider curriculum with ease and build new knowledge. Pupils with barriers to learning achieve well because staff use clear routines, supportive communication systems and targeted plans. These approaches help all pupils take part fully in learning.

Attendance and behaviour

Expected standard

Attendance is improving because leaders know families well and respond quickly, when patterns of concern begin to appear. Staff understand that, in a small school, individual circumstances can have a big impact on overall trends, so they focus on each pupil’s story rather than numbers alone. Pupils who previously struggled to attend now come to school much more regularly. The school continues to work with individual families and other professionals to remove barriers linked to mental health and social care needs. Staff promote positive attendance habits from Nursery onwards through clear routines, warm relationships and daily communication with parents.

Typically, pupils behave well. The school is calm, friendly and welcoming. Pupils enjoy learning. Clear routines help pupils feel safe, and adults respond consistently. Pupils say adults listen, sort things out fairly and do not tolerate unkind behaviour. Staff model respectful interactions, underpinned by the school’s Christian values. Pupils with additional needs benefit from skilful adaptations that help them feel settled and learn alongside their friends. On the rare occasions that concerns arise, leaders respond quickly. They ensure that the curriculum helps pupils understand what it means to be a good friend, how to build safe and respectful relationships and how to treat others with kindness.

Curriculum and teaching

Expected standard

Leaders have a clear understanding of the strengths of the curriculum and what still needs to improve. They use this knowledge to make thoughtful decisions that help pupils learn well. The curriculum from Nursery to Year 2 helps children build independence and confidence. Occasionally, teachers do not address errors in pupils’ letter formation. However, by the end of Year 2, the curriculum prepares pupils well for their next steps.

The school’s play-based approach becomes more sophisticated as pupils move through the school. This is strengthened by a carefully planned learning environment. Leaders continue

to develop staff expertise so this approach helps pupils know more over time. Leaders adapt the curriculum effectively so that all pupils can take part. All pupils, particularly those facing extra barriers, benefit from inclusive practice and well-planned adaptations. These help pupils to feel confident, included and ready to learn.

Leaders ensure that teachers have the expertise to teach reading, writing and mathematics well. An enjoyment of books sits at the heart of the school's curriculum. Staff teach phonics consistently, and pupils use their knowledge of sounds successfully to read and write. When pupils have gaps in their learning, leaders act quickly, providing tailored support so they can catch up.

Early years

Expected standard

Many children start in the early years needing extra support with communication, language and social development. The school has shaped its early years curriculum to give them the best possible start and places extra emphasis on closing gaps in early childhood knowledge. Staff teach effectively, and children make positive progress in the school's Nursery provision. Leaders ensure that the learning environment is calm, inviting and well organised. This helps children choose activities independently and grow in confidence. Staff talk meaningfully with children throughout the day, modelling new words and language, such as 'more, most' and 'fewer'. Older and younger children often learn together, which helps them develop their language and social skills effectively.

The school makes reading a clear priority. In Reception, staff teach phonics every day and children learn their sounds securely from the start. They use this knowledge to read simple words and enjoy writing with increasing confidence. Children who need extra help, including those with special educational needs and/or disabilities, are supported sensitively. For example, they use the communication tools and resources staff provide and can access quiet regulation spaces before returning to learning. Staff work closely with families and external professionals to understand children's needs and plan the right support. By the end of Reception, children are increasingly ready for Year 1.

Inclusion

Expected standard

Staff identify pupils' additional needs quickly, including those with special educational needs and/or disabilities (SEND). They put appropriate support in place. Parents and carers are involved in this process from the start so that everyone understands the next steps.

Leaders think ahead and make thoughtful changes to the environment. For example, the school's 'Eden' room has been developed to meet pupils' sensory needs. The early years environment provides pupils with SEND the space they need to work and play alongside their peers. Staff adapt equipment and resources effectively. For example, they use technology and visual symbols to help pupils communicate their needs. The school works closely with outside professionals to make sure that support is right for each child. Staff benefit from regular professional development so they can respond quickly and consistently to pupils' needs.

Leaders check carefully how well pupils are progressing and whether support is making a difference. The school uses its funding carefully to focus on the priorities that matter most for

its pupils. This helps remove barriers so that every child can take part fully in school life, feel included and have the chance to flourish.

Leadership and governance

Expected standard

Leaders know the school very well and have a clear understanding of what is working effectively and what still needs to improve. They have identified the right priorities and rise to the challenges that come with being a small school. Leaders make decisions that are firmly in the best interests of pupils, especially those who need extra help, including pupils with special educational needs and/or disabilities. They ensure that professional development helps staff continually refine and improve their practice.

The school benefits from working alongside another small school. This partnership increases leadership capacity, strengthens quality assurance and provides further professional development for teachers. Staff describe leaders as supportive, approachable and responsive, with training that helps them develop their skills and manage their workload. They appreciate leaders' consideration of their wellbeing and value opportunities to work with other schools in the trust.

The trust knows the school well. Trust leaders, alongside the local governing body, carry out their statutory duties and provide appropriate support and challenge. They are committed to ensuring that the school is inclusive, provides a secure foundation for pupils' next steps, and places each child’s needs at the centre of all decision-making.

Personal development and wellbeing

Expected standard

The school gives pupils many opportunities to think about themselves, their feelings and the choices they make. Through stories, discussions and everyday routines, pupils learn what it means to be kind, fair and respectful. They talk about how to be a good friend and how to build safe and healthy relationships. Staff also teach pupils simple but important life lessons, such as walking safely near roads or knowing about body parts. Pupils learn about privacy and safe behaviours, in ways that make sense for their age.

Pupils learn to work together, share and listen to others. From an early age, they cooperate with one another and resolve differences. Pupils explore ideas, such as democracy, in simple and enjoyable ways. Pupils also develop their understanding of different families, cultures and beliefs through books and visitors.

Pupils broaden their understanding of the world through experiences, such as visits to the seaside, a farm and a local university. These experiences help pupils see themselves as part of a wider community. Families are often invited on these visits so everyone can learn together. Across the school, pupils grow in confidence, character and resilience. They know right from wrong and enjoy the many opportunities the school provides to help them learn about life beyond the classroom.

Leaders plan the school’s personal development programme carefully so it matches pupils’ ages and needs. Children learn about emotions, how to stay safe online, healthy living and respectful relationships. Pupils with additional needs and disadvantaged pupils take part fully because leaders remove barriers and make thoughtful adjustments. Sometimes, pupils

cannot verbalise their understanding clearly in age-appropriate ways. This means they may struggle to draw on what they have learned, even though the teaching has taken place.

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

This small, friendly school is a happy and welcoming place, where pupils thrive. They feel safe, listened to and cared for. The overwhelming majority of parents and carers praise the school highly. They appreciate how the school gives their child a 'great start to their learning journey' and helps them 'flourish in their own way'.

Everyone gets on well together, creating a calm and positive atmosphere. When pupils fall out, adults resolve this quickly and fairly so bullying does not become an issue. Pupils with special educational needs and/or disabilities learn alongside their friends, who naturally use the same signs, symbols and communication tools. This enables everyone to take part and feel included.

Children increasingly attend well. They enjoy their learning and arrive each day eager to engage with the day's activities. In early years, children make rapid progress because clear routines and a supportive environment help them feel secure and ready to learn. As pupils move up the school, they become more independent and self-assured. They talk confidently about their favourite subjects. By Year 2, pupils deepen their knowledge through small projects, use technology to research ideas and take pride in what they create. They speak proudly about the skills they have learned, such as weaving, making tassels, mixing dry paints and using tools with confidence. They apply these skills in increasingly sophisticated ways. Pupils enjoy many opportunities for enrichment. For example, they participate in seaside trips, swimming, ukulele lessons and discussions about the news.

By the time pupils leave the school, they have secured the early knowledge and understanding they once found difficult. Pupils develop a secure sense of personal and moral values. They feel that they belong and are well supported. Pupils grow in confidence as they move through the school, knowing that adults want the best for them.

Next steps

- Leaders should ensure that all staff have the expertise to teach the curriculum effectively, including in play-based learning, and that high expectations for letter formation are taught and applied consistently across the school.
- Leaders should continue to work with external agencies to ensure that attendance further improves, particularly for pupils in receipt of pupil premium funding and those who face barriers to their wellbeing.
- Teachers should ensure that pupils recall the breadth of the school's personal development programme, so they can draw on what they have learned about kindness, safety and healthy relationships in their daily lives.

About this inspection

This school is part of the Diocese of Southwell and Nottingham Multi 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), Chris Moodie, and overseen by a board of trustees, chaired by John Hunter.

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 executive headteacher, the acting headteacher and other school leaders during the inspection. The lead inspector met with those responsible for governance, including the CEO of the trust. Inspectors visited lessons, sampled books, spoke to pupils, staff and parents on site.

This school is registered as having a religious character. It is a Voluntary Aided Church of England school in the Diocese of Southwell & Nottingham. Its last section 48 inspection took place in March 2022.

The executive headteacher has oversight of this school and one other. Several staff from the 2 schools work across both sites.

The acting headteacher took up the post in January 2026.

The school's nursery site is located on a separate site at the same postcode.

The school uses no alternative provision.

Executive headteacher : Joanna Redfern

Lead inspector:
Shaheen Hussain, His Majesty's Inspector

Team inspector:
Peter Johnston, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

This data is from 3 March 2026

School and pupil context

Total pupils

104
Well below 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

90
Well below 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)

28.57%
Close to average

What does this mean?

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

National average: 26.3%

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

0.96%
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

9.62%
Below average

What does this mean?

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

National average: 15%

Location deprivation

Close to 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).

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 (2 term)	6.3%	5.2%	Above

Year	This school	National average	Compared with national average
2023/24 (3 term)	8.6%	5.5%	Above
2022/23 (3 term)	7.1%	5.9%	Above

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 (2 term)	20.0%	13.3%	Above
2023/24 (3 term)	28.0%	14.6%	Above
2022/23 (3 term)	22.8%	16.2%	Above

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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