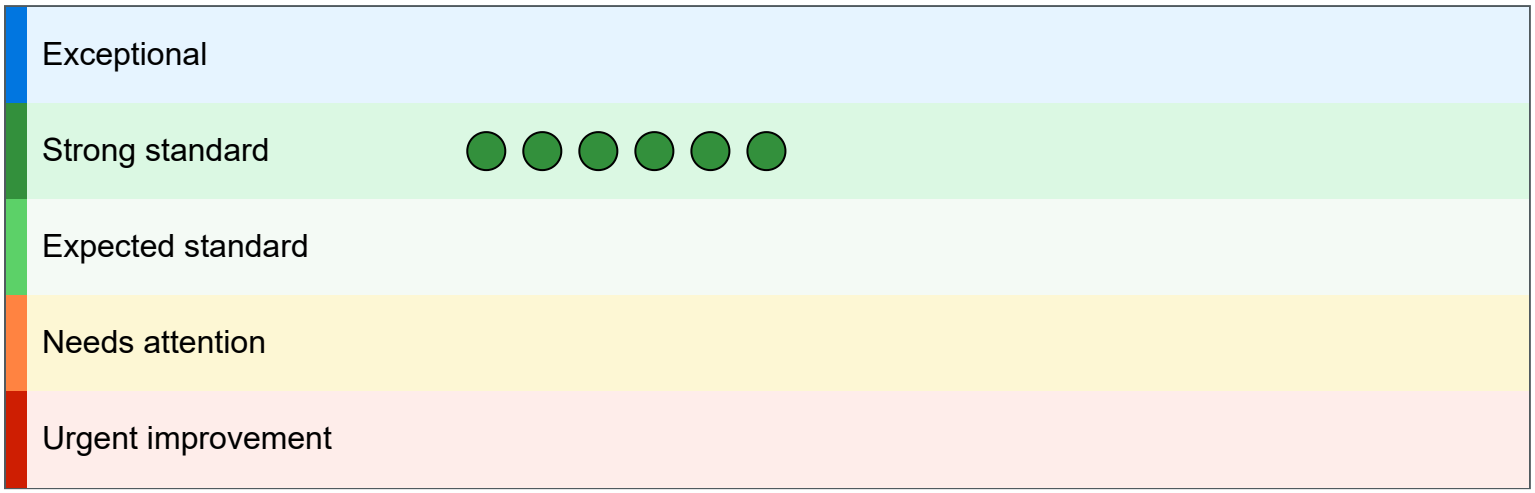
All Saints CofE Junior School

Address: Hurds Hollow, Matlock, Derbyshire, DE4 3LA

Unique reference number (URN): 144067

Inspection report: 14 April 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.

Strong standard

Achievement

Strong standard

Pupils achieve very well. The published outcomes from the tests at the end of key stage 2 show that pupils' attainment is consistently better than national averages. Disadvantaged pupils perform better than disadvantaged pupils nationally. Pupils with special needs and/or disabilities, and any pupils with low starting points, achieve well alongside their peers. All pupils are very well prepared for secondary school.

In the wider curriculum, pupils gain knowledge securely and produce work of high quality. They recall what they have learned confidently and use subject-specific vocabulary accurately.

Any pupils with weaknesses in basic skills are well supported to catch up quickly. Across the curriculum there are opportunities for pupils to strengthen their reading fluency and to improve their handwriting and spelling.

Attendance and behaviour

Strong standard

Leaders have created an environment where pupils learn and play together happily, demonstrating kindness and respect for others. Pupils enjoy life at the school and feel a sense of belonging. As a result, attendance is consistently above the national average and continues to improve. The number of pupils who are regularly absent is lower than at other schools nationally, including for disadvantaged pupils and pupils with special educational needs and/or disabilities. Leaders monitor pupils' attendance carefully and work closely with pupils and their families, to remove any barriers to good attendance.

Classrooms are calm. Disruptions to learning are extremely rare. Pupils are hardworking and committed to their learning. They listen carefully to their teachers and follow the school's rules, to be kind, be ready and be respectful, without fuss. Any pupils who do not meet the school's high expectations for behaviour are well supported to ensure that poor behaviour is not repeated.

Incidents of bullying or discrimination are rare but always taken seriously by staff when they are reported. Pupils feel confident that staff will resolve any problems that arise. As a result, pupils feel safe and cared for. They enjoy positive relationships with each other and with staff.

Curriculum and teaching

Strong standard

Leaders have designed an ambitious and creative curriculum. In each subject, the knowledge that pupils will learn is precisely identified and ordered to make sure that pupils build on what they already know. Leaders keep a close eye on pupils' learning and routinely refine the curriculum to make sure that all pupils leave the school with the knowledge they need to be successful in the next stage.

Teachers have good subject knowledge. They have worked together with leaders to plan teaching strategies that promote secure learning across all subjects. Teachers apply these strategies consistently and effectively. They explain and model new ideas clearly, checking pupils' understanding carefully as they do so. Teaching is carefully matched to pupils' starting points and challenges pupils to deepen their understanding and expand their vocabulary. Teachers thoughtfully adapt learning to help pupils with special educational needs and/or disabilities, or other barriers to learning, to be successful alongside their peers.

The school recognises the importance for all pupils to have secure foundational skills in reading, writing and mathematics. Teachers provide opportunities for pupils to improve reading fluency and to strengthen handwriting and spelling. Pupils read often from a wide range of interesting and challenging texts and stories.

Inclusion

Strong standard

Inclusion is at the heart of the school's work. Leaders and staff share high expectations of all pupils. They ensure that the curriculum and wider school offer supports all pupils to feel a sense of belonging and to be successful. Teachers, and support staff, expertly apply the inclusive strategies that the school has designed so that all pupils make good progress from their starting points.

Leaders and staff get to know the pupils very well. They quickly and accurately identify when any pupils have special educational needs (SEND) or need extra help to overcome barriers to learning or to their wellbeing. Staff work together to plan adjustments to the curriculum and additional interventions, working closely with families and external professionals, to make sure that all pupils can thrive. Pupils' progress is carefully tracked so that leaders can be sure the teaching is impactful for all and make further adaptations when necessary.

Additional funding is used effectively. Leaders make sure that disadvantaged pupils, and pupils with SEND, have every opportunity to achieve well and to enjoy all of the wider opportunities that the school provides.

Leadership and governance

Strong standard

Leaders clearly understand the school’s context. They have an accurate view of its strengths and areas for further development. Leaders have created a culture of high expectations. They use the best available evidence to develop their own expertise and that of all staff. The design and implementation of the curriculum consistently promote the best interests of all pupils, especially those who are disadvantaged or vulnerable, or have special educational needs and/or disabilities. Leaders forensically monitor the impact of their actions to find ways to refine practice and further enhance the school’s offer.

The multi-academy trust plays an important role in the school’s work. Leaders from the trust support the school to provide high-quality professional learning opportunities for leaders and staff. This is valued and helps to make sure that high-quality inclusive teaching is consistent across the school. Staff are keen to strengthen their knowledge and skills to support all pupils to achieve well and flourish. Leaders make sure that staff have manageable workloads and support their wellbeing. As a result, staff are happy and united.

Trustees know the school very well. They have the knowledge and experience to hold leaders to account. Trustees use robust systems and visit the school often to monitor performance and make sure that the school fulfils its statutory responsibilities. Trustees and school leaders strive to engage positively with parents and carers, and the wider community. Parents value the care, education and wider experiences that the school provides for their children.

Personal development and wellbeing

Strong standard

The school prepares pupils well for their next stages in education and for their lives in modern Britain. The curriculum helps pupils to learn about the fundamental British values. Pupils demonstrate this learning, showing kindness and mutual respect. They have a good understanding of the ways that people can be different and the importance of respecting these differences. They do not tolerate any form of discrimination. Pupils have many opportunities to learn about spirituality and diversity. Trips to Derby to visit the cathedral, a mosque and the Open Centre give pupils first-hand experiences of different faiths and cultures.

The curriculum for personal, social and health education has been carefully planned to make sure pupils learn how to keep safe, including when online, and to stay physically and mentally healthy. As they progress through the school pupils benefit from age-appropriate teaching about relationships. They know how to identify risks that they may face, such as the dangers associated with drugs and alcohol. Pupils learn how to keep safe online and how to look after their own wellbeing.

The school provides a wide range of opportunities for pupils to develop their talents and interests in music, the arts and sport. For example, many pupils learn to play a musical instrument. Many others represent the school in sporting competitions or take on leadership roles. Leaders check carefully that all pupils take part in these activities. They listen carefully to pupil's views and make sure that the extra-curricular programme meets their interests. Extra support is provided so that disadvantaged pupils and those with special educational needs and/or disabilities do not miss out.

Leaders and staff know the pupils well. They provide a caring, nurturing approach when any pupils are vulnerable or need support for their wellbeing. As a result, pupils feel happy and well cared for.

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

Pupils thrive at All Saints CofE Junior School. At break times they play happily with the friends they have made here. Everyone gets along well, demonstrating kindness and good manners. Incidents of bullying or unkindness are rare. When they do happen, staff act quickly and fairly to resolve any issues. In classrooms, pupils show positive attitudes to learning. They follow routines without fuss. Disruptions are rare. The spirit of kindness creates a sense of community in the school to which all pupils feel that they belong. As a result, attendance is excellent.

Pupils enjoy learning from an interesting and challenging curriculum. Pupils listen carefully to their teachers and try hard. Pupils, including those who are disadvantaged or have special educational needs and/or disabilities, achieve very well. They are well prepared for secondary school.

Pupils enjoy strong positive relationships with caring staff who know them well. The strong links with the local infant school mean that pupils are well known to staff before they arrive in Year 3. Pupils trust staff to keep them safe. When they are worried, they know that staff will support them.

The school offers a wide range of activities to strengthen pupils' understanding of the world and to develop their interests and talents. Visits are planned to enrich the curriculum and to expose pupils to cultural diversity. Residentials and trips to the countryside provide memorable experiences. All pupils have the opportunity to represent the school in sporting competitions and to learn to play a range of musical instruments. Many pupils attend the variety of clubs on offer. These include craft club, film club , 'Glee club' and Tai Chi. Staff listen carefully to pupils and tailor the opportunities to match pupils' interests.

Next steps

- Leaders should continue to refine and strengthen the curriculum and wider school offer, in order to achieve standards that have a transformational impact for all pupils.

About this inspection

This school is part of Derby Diocesan 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), Dr Sarah Clark, and overseen by a board of trustees, chaired by Dr. Sarah Charles.

The school is part of a federation called All Saints' CE Federation.

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 (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMI.

Inspectors spoke with the executive headteacher, the deputy headteacher and other leaders from the school and the multi-academy trust during the inspection. The lead inspector met with representatives from the trust including the CEO and the chair of trustees.

The inspectors confirmed the following information about the school:

This school is registered as having a Church of England religious character. It is in the Diocese of Derby. Its last section 48 inspection was in January 2024.

The school currently uses no alternative provision.

Executive headteacher: Ben O'Connell

Lead inspector:
John Spragg, His Majesty's Inspector

Team inspectors:
Heidi Bastock, Ofsted Inspector
Sally Wicken, 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 14 April 2026

School and pupil context

Total pupils

219
Close to 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

240
Close to 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)

14.61%
Below 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

0.46%
Well 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

10.50%
Below average

What does this mean?

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

National average: 15%

Location deprivation

Below 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).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	80%	61%	Above
2024/25 (revised)	86%	62%	Above
2023/24 (final)	80%	61%	Above
2022/23 (final)	75%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	86%	74%	Above
2024/25 (revised)	88%	75%	Above
2023/24 (final)	85%	74%	Above
2022/23 (final)	85%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	84%	72%	Above
2024/25 (revised)	88%	72%	Above
2023/24 (final)	80%	72%	Above
2022/23 (final)	83%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	91%	73%	Above
2024/25 (revised)	90%	74%	Above
2023/24 (final)	93%	73%	Above
2022/23 (final)	90%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	67%	46%	Above
2024/25 (revised)	67%	47%	Above

Year	This school	National average	Compared with national average
2023/24 (final)	67%	46%	Above
2022/23 (final)	67%	44%	Above

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	76%	62%	Above
2024/25 (revised)	67%	63%	Close to average
2023/24 (final)	75%	62%	Above
2022/23 (final)	81%	60%	Above

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	71%	59%	Above
2024/25 (revised)	75%	59%	Above
2023/24 (final)	67%	58%	Close to average
2022/23 (final)	71%	58%	Above

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	87%	60%	Above
2024/25 (revised)	75%	61%	Above
2023/24 (final)	92%	59%	Above
2022/23 (final)	90%	59%	Above

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	67%	68%	-1 pp
2024/25 (revised)	67%	69%	-3 pp
2023/24 (final)	67%	67%	-1 pp
2022/23 (final)	67%	66%	0 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	76%	80%	-4 pp
2024/25 (revised)	67%	81%	-14 pp
2023/24 (final)	75%	80%	-5 pp
2022/23 (final)	81%	78%	3 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	71%	78%	-7 pp
2024/25 (revised)	75%	78%	-3 pp
2023/24 (final)	67%	78%	-11 pp
2022/23 (final)	71%	77%	-6 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	87%	80%	7 pp
2024/25 (revised)	75%	81%	-6 pp
2023/24 (final)	92%	79%	12 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	90%	79%	11 pp

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)	2.7%	5.2%	Below
2023/24 (3 term)	3.2%	5.5%	Below
2022/23 (3 term)	3.2%	5.9%	Below

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)	2.7%	13.3%	Below
2023/24 (3 term)	4.0%	14.6%	Below
2022/23 (3 term)	3.4%	16.2%	Below

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.

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