

Inspection of a school judged Good for overall effectiveness before September 2024: All Saints CofE Infant School

Dimple Road, Matlock, Derbyshire DE4 3HX

Inspection dates:

17 and 18 June 2025

Outcome

All Saints CofE Infant School has taken effective action to maintain the standards identified at the previous inspection.

The executive headteacher of this school is Ben O’Connell. This school is part of the 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), Sarah Clark, and overseen by a board of trustees, chaired by Sarah Charles.

What is it like to attend this school?

This is a caring and welcoming school where pupils feel they are part of ‘one big family’. Pupils enjoy coming to school. They are happy and safe.

The school is ambitious for all pupils to succeed and flourish. Pupils achieve well.

The school’s warm ethos nurtures and fosters strong, positive relationships. High expectations for behaviour supports pupils to make good choices and be respectful towards each other. Pupils rise to the high expectations in place for their behaviour. They understand what is expected of them at different times of the day. Pupils make positive choices and are respectful to each other. They play joyfully together at social times. Discrimination of any kind is not accepted. Pupils are clear that all are welcome here.

Leadership roles allow pupils to develop a sense of responsibility. Opportunities to become part of the ‘tidy team’ or ‘eco-team’ motivate them to make changes to school. For example, through their work on promoting recycling and creating wildlife habitats in the school grounds.

Through their work with families, the school helps to support pupils’ well-being both at school and at home. Parents and carers value the opportunities to attend informative workshops. They appreciate the care and education their children receive.

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

Children in the early years make an excellent start to their education. The well-sequenced curriculum nurtures children's confidence and creativity. Children immerse themselves in their learning with impressive focus and concentration. For instance, the 'creative station' is well-used by children who construct models skilfully. Children tell their own imaginative stories about these wonderful creations. Knowledgeable, caring staff encourage children's language and communication through play. Children are supported effectively to be independent and well-prepared for Year 1.

The curriculum beyond the early years is well sequenced to prepare pupils effectively for key stage 2. Knowledgeable subject leaders work with expertise to lead their subjects. They ensure that the curriculum provides the opportunity to review and revisit important knowledge over time. Developing pupils' vocabulary is a core priority. The curriculum ensures increasingly complex technical terms are taught to pupils, who go on to confidently use this language. For instance, pupils build on their earlier prior learning as they write scientific explanations using words like 'chrysalis' and 'metamorphosis' to explain the life cycle of a butterfly in science.

Staff introduce and present new knowledge clearly and concisely, enabling pupils to grasp and understand new learning effectively. They explain and repeat key vocabulary and knowledge so that pupils learn and remember well. The school has systems in place to check what pupils know and can do. However, on occasion, these checks are not responded to or acted upon to address misconceptions that pupils may have. In such cases pupils access learning which is not always appropriate to support their next steps or needs.

Reading is prioritised. High-quality books are a key feature of the taught curriculum throughout all subjects. Early reading and phonics are taught effectively. Skilled staff teach new sounds well. Those pupils at an earlier stage of reading have additional support to ensure that they catch up. They achieve well.

The school swiftly identifies the needs of pupils with special educational needs and/or disabilities (SEND). Pastoral and academic support is effective and focused appropriately to meet their needs. Pupils with SEND achieve well.

The school has improved the consistency of its approach to supporting behaviour. Classrooms are typically studious and calm spaces to learn. Pupils focus well on activities. If small reminders are needed from staff, pupils respond well to these. The school has improved attendance effectively. It supports its families to value the importance of regular attendance so that pupils come to school every day and on time.

Pupils benefit from a purposeful personal, social, health and economic (PSHE) education. They are taught about relationships and friendships. Pupils learn about physical and mental health well. They know how to stay safe online. Pupils are respectful of different

religions and cultures. Pupils are enthused by the opportunities to learn through visits to science and space museums that enable exploration of science and technology.

The school has taken effective action to sustain and improve the quality of education for pupils. The school works in close partnership with other local schools. It draws on the additional expertise of others when making improvements. Staff appreciate this partnership arrangement and its benefits for their professional development. They value leaders' consideration for their well-being. Staff workload is managed well. Trustees and the local academy committee work positively together to fulfil their statutory duties. They are effective in their roles.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The use of assessment to check and review what pupils understand and can do is not always applied with enough rigour. This means that misconceptions are sometimes not addressed in a timely manner, and on occasions, some pupils are not provided with the appropriate activities to extend and deepen their knowledge. The school should ensure that effective methods are used to assess and review pupils' understanding so that misconceptions are addressed and appropriate next steps are identified.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 second ungraded inspection since we judged the school to be good for overall effectiveness in December 2012.

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	144068
Local authority	Derbyshire
Inspection number	10371751
Type of school	Infant
School category	Academy converter
Age range of pupils	4 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	139
Appropriate authority	Board of trustees
Chair of trust	Sarah Charles
CEO of the trust	Sarah Clark
Headteacher	Ben O'Connell (Executive Headteacher)
Website	www.allsaintsfed.derbyshire.sch.uk
Dates of previous inspection	3 and 4 December 2019, under section 8 of the Education Act 2005

Information about this school

- The school is part of the Derby Diocesan Academy Trust.
- The school does not use any alternative provision.
- The school is a Church of England school with a Christian ethos. Its most recent section 48 inspection, for schools with a religious character, took place in July 2024. The school's next section 48 inspection is due to take place within four years of this date.

Information about this inspection

- 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. The inspector discussed the impact of the pandemic with the school and has taken that into account in her evaluation of the school.

- The inspector met with senior leaders, subject leaders and representatives from the local academy committee. She spoke with representatives from the board of trustees, the CEO and deputy CEO.
- The inspector visited a sample of lessons, spoke with some pupils about their learning and looked at samples of pupils' work.
- The inspector discussed pupils' attendance and behaviour with school leaders.
- The inspector considered the views of parents who responded to the online survey, Ofsted Parent View.
- The inspector held discussions with staff and with pupils.
- The inspector considered a wide range of evidence, including some documents published on the school's website.
- 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.

Inspection team

Donna Moulds, lead inspector

Ofsted Inspector

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