

All Hallows' CofE (VA) Primary School

Address: Longcroft, Almondbury, Huddersfield, West Yorkshire, HD5 8XW

Unique reference number (URN): 107727

Inspection report: 27 January 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	 
Urgent improvement	   

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.

This school requires special measures

His Majesty's Chief Inspector is of the opinion that this school requires **special measures** because it is failing to provide an acceptable standard of education, and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

Expected standard

Attendance and behaviour

Expected standard 

Leaders encourage pupils to attend school often and arrive on time. The school provides a warm welcome for all its pupils and creates a strong sense of belonging. Staff build positive relationships with parents and carers to ensure that pupils get the support they need to attend school well. Leaders identify any barriers that prevent regular attendance and are generally successful at removing these for most pupils. As a result, pupils' attendance is in line with the national average.

Each morning, caring staff greet pupils as they enter the calm classroom environment. Pupils conduct themselves well and meet the school's high behaviour expectations. They are polite and kind to each other. Pupils understand and follow well-established rules and routines. Staff deal with any incidents that arise fairly and effectively. In lessons, pupils listen carefully and follow instructions.

Leaders record and analyse incidents of poor behaviour thoroughly. They use this information to identify pupils who may need extra help. Staff provide close support to improve the behaviour of these pupils. The school acts swiftly to resolve any issues involving bullying. Pupils are confident that bullying is not a problem.

Needs attention

Early years

Needs attention 

The curriculum in the early years has been planned carefully. It outlines precisely what the school wants children to know. This includes the development of communication and language, as well as supporting children to secure early reading, mathematics and writing knowledge. However, there are variations in how well the curriculum is taught. The quality of adult interactions with children is inconsistent. The learning environment is not well developed. Children do not benefit from a broad and rich diet of opportunities to develop and consolidate their learning through play. Support for children with special educational needs and/or disabilities is not always matched well to their needs. While children typically gain a knowledge of phonics to read accurately, too many of them are not ready for the demands of Year 1.

Staff know the children well and forge warm and nurturing relationships. They gently guide children to develop their social skills, such as sharing and taking turns, as children play alongside their friends. Staff successfully encourage children to follow the school's routines.

Leaders and staff form effective relationships with parents and carers, so they are involved fully in their children's education. Parents speak highly of the support and care that their children receive.

Personal development and wellbeing

Needs attention 

The school's personal development provision is not preparing pupils well enough for life in modern Britain. Pupils have limited understanding of fundamental British values and the diversity of people, including characteristics protected in law, different religions and belief systems, and cultures beyond their own.

There is a limited range of wider opportunities available to broaden pupils' horizons culturally and in the fields of sport, music and art. Leaders are aware of this and are beginning to expand the school's offer.

Some aspects of the personal development programme are effective. For example, the school teaches pupils how to look after their physical and mental health. They learn how to be safe in the community and online. Visitors to school help to reinforce these important messages. Pupils have an age-appropriate understanding of healthy relationships. They know what makes a good friend.

The pastoral offer is a strength of the school. Pupils benefit from group and individual support for their mental health and wellbeing. This is particularly helpful for pupils who are disadvantaged. They learn to understand and manage their emotions. Parents and carers value the carefully tailored support when pupils with special educational needs and/or disabilities transition to secondary school.

The school aims to build pupils' character through the school's values. Pupils know the difference between right and wrong. As soon as they join the school, they are taught to respect, value and show compassion to others. Pupils take on a range of roles supporting other pupils and contributing to the smooth running of the school. For example, older pupils support younger pupils through their roles as play leaders and reading buddies.

Urgent improvement

Achievement

Urgent improvement 

Pupils do not achieve as well as they should. Too many pupils leave the school without the knowledge and skills they need for secondary school.

Pupils do not develop detailed knowledge across the curriculum. They struggle to remember important information, and the work they produce often does not demonstrate that they have learned what the school's curriculum intends.

The attainment of pupils in the Year 1 phonics screening check is close to the national average. Despite this, many pupils do not develop the basic knowledge and skills that they need in communication, reading, writing and mathematics. Gaps in their knowledge are not addressed. Pupils are not helped systematically to catch up when they fall behind.

Typically, pupils' attainment and progress in most national tests have been well below national averages, over time. Disadvantaged pupils do not make suitable progress from their starting points. Their outcomes are well below other pupils nationally, and this gap is widening.

Curriculum and teaching

Urgent improvement 

The school's curriculum is suitably broad and ambitious. Leaders have identified the knowledge that pupils should learn. However, staff are unclear about how to teach the content effectively. They lack the expertise needed to design suitable learning activities that help pupils build a breadth and depth of knowledge. Pupils with special educational needs and/or disabilities struggle to access the curriculum because learning is not adapted to support them.

Staff often have low expectations of what pupils can achieve. Generally, staff do not identify or plug gaps in pupils' reading, writing and mathematical knowledge. Pupils' work is poorly presented, and basic errors are not corrected.

The school has not thought carefully enough about how pupils should learn the curriculum. In too many subjects, lessons do not follow a well-considered sequence of learning. Too often, lessons are taught in isolation. There are few opportunities for pupils to revisit prior learning, and they rarely need to think hard. As a result, pupils do not remember key knowledge and cannot make important connections. Staff do not check carefully enough that pupils understand what they are learning. This means that pupils' misconceptions are not identified or resolved.

Over time, the school has not monitored how well the curriculum is taught. Leaders have not provided staff with the support necessary to deliver the curriculum effectively.

Inclusion

Urgent improvement 

Support for disadvantaged pupils is ineffective. The school's approach to using additional funding to support disadvantaged pupils is not well considered. The strategy does not address the challenges that these pupils face. The school's approach to evaluating the impact of additional funding and the support that disadvantaged pupils receive is weak. Leaders do not know if their actions are making a positive difference for these pupils.

Leaders identify the needs of pupils with special educational needs and/or disabilities (SEND) quickly and accurately. They work effectively with parents and carers and professionals to devise appropriate plans. However, reduced leadership capacity recently means that leaders have not ensured that staff have the skills necessary to put these plans into practice. Staff do not make suitable adaptations to learning so that pupils with SEND can access the curriculum and succeed. Too many of these pupils spend too much time out of class because their learning needs are not being met effectively in class.

In contrast, the school has ensured that staff understand the social, emotional and mental health needs of pupils. Staff provide appropriate support for pupils who are vulnerable, including pupils known to social care. They act quickly when they notice that a pupil may need extra help. This helps pupils to manage their emotions successfully.

Leadership and governance

Urgent improvement 

Leaders have not identified the weaknesses in the school's provision accurately. The local governing body does not check the work of the school rigorously enough or hold leaders to account sufficiently well. For example, governors have not sought to understand how additional funding is used to support disadvantaged pupils and whether this strategy is effective. Governors have not worked closely with leaders to address the school's urgent improvement priorities. Governors do not ensure that the school provides an acceptable standard of education to enable pupils to achieve well. Consequently, those responsible for governance do not meet their statutory duties.

Recent leadership uncertainty, including a term without a substantive headteacher, has had a negative impact on the school. Until very recently, leaders have not had sufficient capacity to carry out their roles, including leading the school's work to support pupils with special educational needs and/or disabilities.

The new headteacher is moving at pace, alongside other school leaders, to evaluate every area of the school's work. This process is helping leaders to identify the school's priorities for improvement accurately.

Staff are positive about recent changes. They say leaders take good care of staff wellbeing and ensure that workload is manageable. They are looking forward to the training that has been planned for them by leaders.

Parents and carers are supportive of the school. They speak highly of the care and support their children receive. They have already noticed recent positive changes, such as better communication with the school.

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

Leaders and governors have had an over-generous view of the school for some time. They have not focused on the most important priorities to tackle weaknesses in pupils' education. Pupils' experiences in lessons do not help them to learn effectively. Teachers' expectations of pupils are often too low. Support for disadvantaged pupils and for pupils with special educational needs and/or disabilities (SEND) is ineffective. Pupils, particularly those who are disadvantaged and those with SEND, do not achieve as well as they should.

After a period without a substantive headteacher, new leadership has been welcomed by pupils and the school community. Leaders have quickly and accurately identified what the school needs to do to improve, but there has not been sufficient time to act on the findings.

Despite these weaknesses, All Hallows' is a welcoming school where pupils, staff, and parents and carers quickly feel like they belong. Pupils feel safe because they know they have trusted adults they can turn to. Pupils attend school often and arrive on time.

From the Reception Year, children benefit from warm and nurturing relationships with adults. They begin to make friends and play and work together. They develop a sense of belonging that lasts throughout their school life. Pastoral staff listen carefully to pupils and provide suitable support for pupils and families.

Pupils behave well and look after each other. Playtimes are friendly and harmonious. Relationships between staff and pupils are respectful. Pupils are confident that if bullying were to happen, it would be dealt with quickly.

Pupils are taught how to stay safe and healthy. They have a good understanding of healthy relationships. However, pupils' understanding of characteristics protected in law, British values and cultural diversity is typically weak. This means that pupils are not prepared well for life in modern Britain.

Next steps

- Leaders must quickly and accurately identify the challenges that disadvantaged pupils face and devise a suitable strategy that addresses these pupils' needs and significantly improves their outcomes.
 - Leaders must ensure that the curriculum in each subject is planned sequentially so that pupils can make connections with prior learning and build an increasing depth of knowledge.
 - Leaders must ensure that staff have the knowledge and expertise to adapt learning to meet the needs of all pupils, especially pupils with special educational needs and or disabilities.
 - Leaders must ensure that staff identify accurately and resolve swiftly gaps in pupils' knowledge so that pupils make the progress that they should through the curriculum.
 - Leaders should ensure that pupils develop a clear understanding about equality and diversity, including their knowledge of fundamental British values, the protected characteristics and different faiths and cultures.
 - Leaders should ensure that the early years curriculum is delivered effectively and that staff consolidate children's learning through high-quality interactions and stimulating activities.
 - Those responsible for governance must build their knowledge and expertise so that they are well informed about all aspects of the provision, fulfil their statutory duties and hold leaders effectively to account.
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About this inspection

The chair of the board of governors in this school is Susan Edwards.

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.

In accordance with section 44(1) of the Education Act 2005, His Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

The school may not appoint early career teachers before the next monitoring inspection. The position regarding the appointment of early career teachers will be considered again during any monitoring inspection we carry out.

Inspectors spoke with senior leaders, representatives from the local board of governors and representatives from the local authority and the Diocese of Leeds during the inspection. Inspectors spoke with pupils in lessons and during social times. Inspectors considered the views of staff through formal and informal discussions and through responses to the staff survey. Inspectors considered the views of parents and carers through Ofsted's survey, Parent View, and at the start of the school day.

The inspectors confirmed the following information about the school:

The headteacher was appointed in January 2026.

This school is registered as having a Church of England religious character. The school was last inspected under section 48 of the Education Act 2005 in May 2023.

The school uses no alternative provision.

Headteacher: Sarah Wilson

Lead inspector:

Tracy Duffy, His Majesty's Inspector

Team inspectors:

Andrew Yeomans, Ofsted Inspector

Lauren Watson, 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 27 January 2026

School and pupil context

Total pupils

189

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

210

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)

34.92%

Above 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

4.23%

Close to 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

21.69%

Well above 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	46%	61%	Below
2024/25 (revised)	56%	62%	Close to average
2023/24 (final)	45%	61%	Below
2022/23 (final)	38%	60%	Below

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	61%	74%	Below
2024/25 (revised)	63%	75%	Below
2023/24 (final)	62%	74%	Below
2022/23 (final)	58%	73%	Below

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	59%	72%	Below
2024/25 (revised)	70%	72%	Close to average
2023/24 (final)	48%	72%	Below
2022/23 (final)	58%	71%	Below

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	61%	73%	Below
2024/25 (revised)	70%	74%	Close to average
2023/24 (final)	62%	73%	Below
2022/23 (final)	50%	73%	Below

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	21%	46%	Below
2024/25 (revised)	18%	47%	Below
2023/24 (final)	20%	46%	Below
2022/23 (final)	29%	44%	Below

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	45%	62%	Below

Year	This school	National average	Compared with national average
2024/25 (revised)	36%	63%	Below
2023/24 (final)	40%	62%	Below
2022/23 (final)	71%	60%	Close to average

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	36%	59%	Below
2024/25 (revised)	36%	59%	Below
2023/24 (final)	27%	58%	Below
2022/23 (final)	57%	58%	Close to average

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	42%	60%	Below
2024/25 (revised)	36%	61%	Below
2023/24 (final)	40%	59%	Below
2022/23 (final)	57%	59%	Close to average

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	21%	68%	-46 pp
2024/25 (revised)	18%	69%	-51 pp
2023/24 (final)	20%	67%	-47 pp
2022/23 (final)	29%	66%	-38 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	45%	80%	-34 pp
2024/25 (revised)	36%	81%	-44 pp
2023/24 (final)	40%	80%	-40 pp
2022/23 (final)	71%	78%	-7 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	36%	78%	-41 pp
2024/25 (revised)	36%	78%	-42 pp
2023/24 (final)	27%	78%	-51 pp
2022/23 (final)	57%	77%	-20 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	42%	80%	-37 pp
2024/25 (revised)	36%	81%	-44 pp
2023/24 (final)	40%	79%	-39 pp
2022/23 (final)	57%	79%	-22 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)	4.7%	5.2%	Close to average
2023/24 (3 term)	5.1%	5.5%	Close to average
2022/23 (3 term)	4.6%	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)	12.3%	13.3%	Close to average
2023/24 (3 term)	12.9%	14.6%	Close to average
2022/23 (3 term)	9.2%	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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