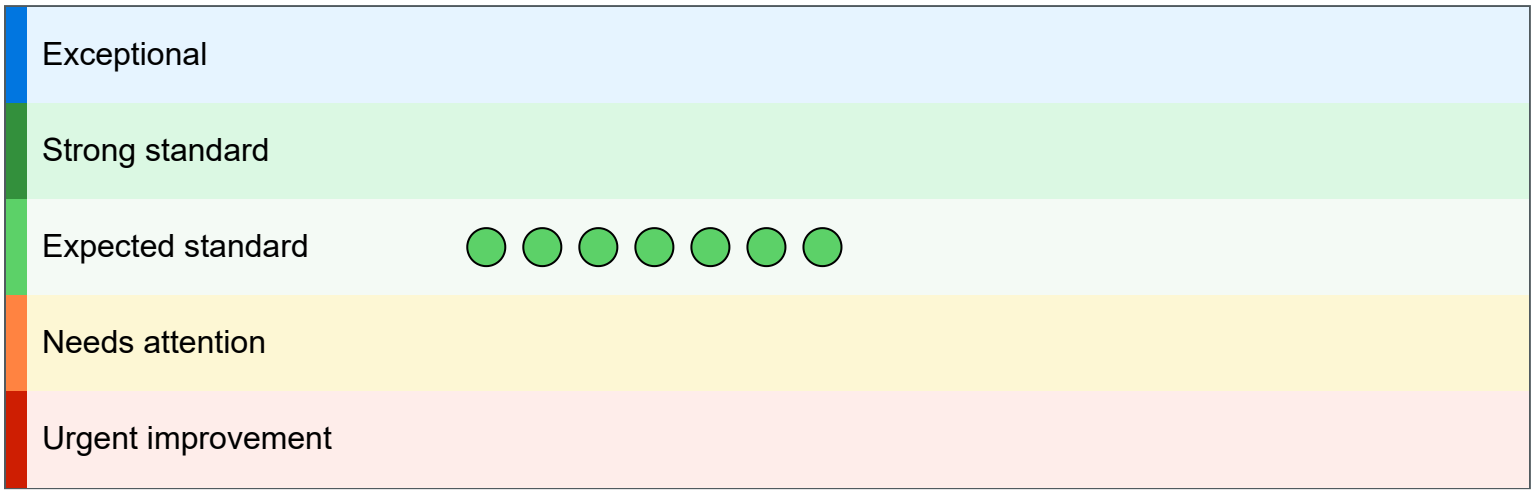
All Hallows CofE Primary School

Address: Priory Road, Gedling, Nottingham, Nottinghamshire, NG4 3JZ

Unique reference number (URN): 122743

Inspection report: 29 September 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 achieve well and are ready for the next stage of their education. This is reflected in published outcomes that are generally in line with the national average. However, the proportion of pupils working at a higher standard in reading and in writing is below the national average. Leaders have taken action and pupils are developing the skills they need to work at a greater depth. Pupils with special educational needs and/or disabilities and those who face other barriers to learning progress securely from their starting points. These pupils typically achieve well.

Learning to read is a strength of the school. Over time, all pupils consistently pass their Year 1 phonics screening check. Pupils use their secure phonics knowledge and reading strategies to read fluently. Leaders' focus on ensuring that pupils have the key knowledge they need supports pupils to achieve well. This is also reflected in the quality of work that pupils produce.

Attendance and behaviour

Expected standard

Leaders place great importance on pupils' attendance and punctuality. High expectations and a whole-school approach underpin this. Leaders, ably supported by staff, utilise effective systems to ensure that pupils attend the school often and on time. The school acts swiftly if a pupil's attendance dips. It offers support to families to help remove barriers to attendance, including early starts for pupils who need it. As a result, pupils' attendance is very positive, above the national average and continues to improve.

The school's 'HEART' values of humility, empathy, ambition, respect, and trust help to develop pupils' character. High expectations and clear routines mean that pupils settle well. Pupils' behaviour around the school and in the classroom is calm and orderly. They strive to earn 'hearts in a jar' for modelling the school values. Pupils rise to the high expectations set for their conduct. They are kind and respectful to each other, staff and visitors to school. Bullying is not tolerated, and leaders take swift action to respond to any concerning behaviour. Pupils who need help to manage their emotions and settle to their learning receive sensitive support from well-trained staff. Pupils benefit from the nurturing and harmonious environment that is evident throughout the school.

Curriculum and teaching

Expected standard

Leaders have ensured that the school's curriculum is well planned and sequenced. It identifies the most important knowledge and vocabulary that pupils need to know and remember. Leaders have a clear and accurate understanding of how well the curriculum is taught. They have identified the right areas for improvement, and changes they have made have led to a positive impact on pupils' achievement.

Consistent lesson routines are evident across the school. Staff demonstrate secure subject knowledge, which enables them to deliver the curriculum effectively. Teachers understand pupils' barriers to success. They use this knowledge to adapt tasks and activities so that

pupils access the curriculum and learn all that is intended. For example, teachers ensure that pupils who have recently joined the school and speak English as an additional language gain sufficient vocabulary quickly to succeed. Teachers use suitable strategies so that pupils with special educational needs and/or disabilities can access their learning.

Staff prioritise pupils' knowledge and skills in reading, early language and mathematical development. They teach phonics consistently well. Pupils develop a love of reading as they move through the school. The beautifully-presented library and inviting classroom book corners support this. In all subjects, pupils can typically recall prior learning and use subject-specific vocabulary accurately.

Early years

Expected standard

Leaders have carefully identified the key knowledge that children need to know and when they will learn it. This prepares children well for key stage 1. Staff make sure that children have a positive start to their education. Children quickly learn the clear routines that staff establish. Staff nurture children's emotional development through warm and caring relationships. This helps children to belong, feel secure, and be ready to learn.

Staff place a heavy emphasis on developing children's communication, language and early reading. Children are encouraged to talk and develop their vocabulary during classroom discussions and activities. Children are supported with early mathematics through counting games, songs and activities. Children typically benefit from high-quality interactions with staff that help develop their spoken language.

Across the different areas of learning, children enjoy opportunities to explore, create and imagine. They may be a construction worker one moment and a doctor helping others the next. Children are delightfully confident little learners, eager to chat away about their classroom and learning. The provision nurtures children's curiosity, independence and a love of learning. That said, indoor areas are better developed for learning than outdoor areas.

Leaders work effectively with families and external agencies to support children with additional needs. Staff understand children's starting points and provide appropriate support.

Inclusion

Expected standard

Leaders have an accurate understanding of pupils with special educational needs and/or disabilities (SEND), pupils who are disadvantaged and pupils who face potential barriers to their learning. There are clear systems in place to support staff in identifying pupils' needs quickly and accurately. Information from parents, carers, and other external professionals supports this process well.

Leaders use their expertise and knowledge of each pupil to put personalised support in place. The school has developed a small-class provision called 'The Hub' where pupils receive additional support that is personalised according to need. Leaders tap into the expertise from external agencies to ensure that they meet pupils' needs effectively.

Leaders have high expectations of pupils. Typically, staff make appropriate adaptations to learning so that all pupils access the full curriculum. Leaders carefully monitor pupils' progress, wellbeing and participation, reviewing support programmes and adapting them when necessary. However, the evaluation of the impact of interventions is not always consistently effective.

Leaders carefully plan the use of the funding they receive to support disadvantaged pupils. They check that the extra help, resources and opportunities that they provide for disadvantaged pupils are effective, helping to reduce individual challenges and broadening these pupils' experiences. Consequently, all pupils take a full part in school life.

Leadership and governance

Expected standard

The school has gone through a period of substantial change over recent years. Leaders have worked effectively to address the issues raised at the previous inspection. Collaborative working between leaders, governors and staff has ensured that the school's vision and improvement priorities are understood well. There is a shared and celebrated understanding that all pupils will succeed. Leaders model high expectations to everyone. They want the very best for pupils, staff and the whole school community.

Leaders have a clear and accurate view of the school. They understand what the school does well and they prioritise areas that need further work. Leaders' decisions have pupils' best interests at heart. Governors share the same ambition as leaders and want pupils to achieve highly, both socially and academically. Governors are strategic and well informed. They fully understand the school's context. They fulfil their statutory duties well. Governors use detailed information to support and challenge leaders in equal measure.

Leaders have built a highly positive staff culture. Staff at all levels appreciate the support they receive with their wellbeing and workload. There is a purposeful professional development offer in place for all staff, including staff at the start of their careers.

The school's vision of 'being at the heart of the community with the children at the heart of the school' is lived out well. The school works closely with parents and carers to ensure that pupils' needs are met. Links with the local church help to promote the school's Christian values. This is a school where staff and pupils belong and thrive.

Personal development and wellbeing

Expected standard

The school provides a thoughtfully planned programme for pupils' personal development. This is underpinned by the school's 'HEART' values. Leaders ensure that pupils gain the knowledge and experiences they need to become confident, respectful and responsible members of society. The personal development programme is carefully structured and reflects the context of the school community. Pupils learn about healthy relationships, physical and mental wellbeing, and how to keep themselves safe. They speak confidently about online risks and demonstrate a clear understanding of how to respond to concerns and access support. As a result, pupils make informed decisions and take increasing responsibility for their own wellbeing.

Pupils develop a secure understanding of the school's values and can explain how these relate to important British values. They know why democracy, tolerance and equality are important. Voting for members of the pupil parliament and books to read allows pupils to experience democracy in action. Pupils have opportunities to reflect on their beliefs in assemblies and learn about a range of faiths. They show great respect and maturity when discussing difference and diversity.

Leaders provide a wide range of opportunities beyond the classroom that enrich pupils' experiences. Pupils, including pupils with special educational needs and/or disabilities and disadvantaged pupils, develop their talents in after-school clubs. Educational visits, including residential experiences for older pupils, help build their resilience, teamwork and independence. The 'family feel' to the school is enhanced by strong community links. From 'gaming with grandparents' to tea dances, there is an abundance of opportunities for the school and community to come together. This helps to develop pupils' sense of community, belonging and social responsibility.

Staff know pupils well and provide close pastoral support when pupils need additional help with their wellbeing. This helps pupils feel cared for, safe and ready to learn.

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

All Hallows CofE Primary School sits at the heart of the local community. Pupils are proud to be part of this happy and welcoming school family. They live out the school's Christian 'HEART' values each day. Pupils feel a true sense of belonging here. They value one another as unique individuals, as represented in their 'unique me' scarecrows. Each morning, pupils are greeted by kind and friendly staff. Pupils, including children in the early years, settle quickly due to the well understood routines. They behave well and show care for each other. Bullying is uncommon and staff act quickly when concerns arise.

Pupils are polite and courteous. They show positive attitudes to their learning. This results in a calm, orderly and purposeful school. Pupils' love of learning is reflected in their high attendance. Pupils typically achieve well. This begins in the early years where children get off to a successful start. By the end of Year 6, many pupils achieve what is expected of them and they are ready for secondary school. The school identifies any barriers pupils may face with learning and wellbeing. Pupils receive the support they need to overcome these challenges and make progress from their starting points. Pupils speak positively of the different ways teachers help them. Pupils accessing some of their learning in 'The Hub' benefit from bespoke support to help them progress well and succeed.

Character development is at the heart of the school's work. This enables pupils to be confident, independent and resilient learners. Leaders ensure that pupils receive a wide range of experiences, to broaden their horizons. 'Muddy Mondays' and 'Welly Wednesdays' are particular favourites. Pupils hold positions of responsibility with pride. The 'maintenance team' ensure that the school grounds are looked after well, while the 'pupil parliament' play an integral role in shaping school life.

Next steps

- Leaders should continue to develop pupils’ reading and writing skills so that more pupils achieve at greater depth by the end of key stage 2.
- Leaders should monitor and evaluate their interventions with greater precision, making effective use of the information that this provides to shape pupils' future learning.
- Leaders should continue to develop the early years provision so that it is of a consistently high quality across all areas.

About this inspection

The co-chairs of the board of governors in this school are Tim Hopkins and Sarah Lee.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

The inspection took place from 29 to 30 September 2026.

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 interim executive headteacher, senior leaders, governors, a representative of the local authority and a range of staff, during the inspection.

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 Southwell. Its last section 48 inspection was in January 2025.

The school currently uses no alternative provision.

The interim executive headteacher took up the post in January 2026.

Interim executive headteacher: Emma McGrenaghan

Lead inspector:
Kirsty Norbury, His Majesty's Inspector

Team inspectors:
Tim Leah, Ofsted Inspector
Justine Roberts, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 29 September 2026

School and pupil context

Total pupils

207
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: 268

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)

7.73%
Well below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

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

2.90%
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: 4.1%

Pupils with special educational needs (SEN) support

8.70%
Well below average

What does this mean?

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

National average: 15%

Location deprivation

Above 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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	65%	62%	Close to average
2023/24 (final)	70%	61%	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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	83%	75%	Above
2023/24 (final)	83%	74%	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	R	R	R
2025/26 (provisional)	R	R	R

Year	This school	National average	Compared with national average
2024/25 (final)	78%	72%	Close to average
2023/24 (final)	80%	72%	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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	87%	74%	Above
2023/24 (final)	77%	73%	Close to average

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

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	R	R	R

Year	This school	National average	Compared with national average
2025/26 (provisional)	R	R	R
2024/25 (final)	S	47%	S
2023/24 (final)	S	46%	S

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	63%	S
2023/24 (final)	S	62%	S

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	59%	S
2023/24 (final)	S	58%	S

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	61%	S
2023/24 (final)	S	59%	S

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‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

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	R	R	R

Year	This school	National non-disadvantaged score	School disadvantage gap
2025/26 (provisional)	R	R	R
2024/25 (final)	S	69%	S
2023/24 (final)	S	67%	S

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	81%	S
2023/24 (final)	S	80%	S

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	78%	S

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	S	78%	S

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	81%	S
2023/24 (final)	S	79%	S

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

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
2025/26 (1 term)	3.7%	5.1%	Below

Year	This school	National average	Compared with national average
2024/25 (3 term)	3.3%	5.2%	Below
2023/24 (3 term)	4.1%	5.5%	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
2025/26 (1 term)	10.1%	14.4%	Below
2024/25 (3 term)	3.4%	13.0%	Below
2023/24 (3 term)	7.1%	14.6%	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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