

Inspection of Luddendenfoot Academy

Burnley Road, Luddendenfoot, Halifax, West Yorkshire HX2 6AU

Inspection dates: 5 and 6 December 2023

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Outstanding

The headteacher of this school is Carolyn Greenwood. This school is part of Polaris 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, Steve Evans, and overseen by a board of trustees, chaired by Duncan Brundell.

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since December 2015. The school received an ungraded inspection under section 8 of the Act on 3 and 4 November 2021.

What is it like to attend this school?

Pupils thrive at this happy school. The school's values, summarised by the word 'mirror', underpin all aspects of school life. These values represent qualities such as motivation, integrity and respect. Pupils embrace these values fully. Pupils look forward to the weekly 'mirror' awards in assemblies.

The school has an ambitious curriculum. Staff have high expectations for all pupils. Pupils behave impeccably in lessons and when moving around the school site. They are thoughtful, polite and respectful. This starts in the early years. For example, children in their play say, 'excuse me,' when talking to staff and other children. Pupils love coming to school. Their attendance is high. Pupils are proud to be a part of this school. They work hard and achieve well in their lessons.

The relationships between pupils and staff are a strength of the school. Pupils are safe. Pupils know how to keep themselves, and others, safe. They benefit from exceptional pastoral support. Pupils learn to manage their feelings and emotions.

Pupils are eager to take on positions of responsibility. They take on leadership roles such as play leaders and school councillors. Pupils enjoy a wide range of clubs. These include choir, gardening and cooking. Pupils understand the importance of knowing what is happening in their world. Pupils regularly watch the news in school.

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

The school's ambitious curriculum starts in the early years. Pupils learn an impressive body of knowledge, in a wide range of subjects. Subjects are well sequenced. Key knowledge, skills and vocabulary are well planned. There are meaningful links and connections between subjects and across year groups. For example, in art, Year 2 pupils confidently recall what they know about tone and texture from Year 1. They can explain how this helps them now to draw still life. Pupils are keen to share their sketchbooks. These are of a high quality and demonstrate the smaller steps needed to be an artist.

The school identifies the needs of pupils with special educational needs and/or disabilities (SEND) accurately. Staff adapt lesson activities effectively to meet pupils' needs. Pupils with SEND achieve well. They successfully learn the same curriculum alongside their peers.

The school regularly checks what pupils know and can do. Teachers pre-empt and address pupils' misconceptions. Pupils are resilient learners. Teachers ask searching questions in class. Pupils think hard about these questions. Teachers present information and learning in an engaging and effective way. Pupils use ambitious subject vocabulary. For example, in geography, pupils understand the difference between fluvial and pluvial flooding.

The early years curriculum is exceptionally well considered and planned. Staff know what children need to learn. Stories and rhymes bring vocabulary to life. Children remember important words from their curriculum. For example, children explain how sticks would float or sink, 'like in the Stick Man story.' The learning environment fosters independence and cooperation. Routines are embedded, and expectations for all children are high. Children achieve well by the end of the Reception Year.

The reading curriculum is highly effective. The phonics programme is expertly delivered by skilled staff. Pupils who need extra help receive it from the start. Books match the sounds that pupils know. Pupils achieve well and have a love of reading. Older pupils love the challenge of reading. They are keen to learn new words from books and apply these in their written work. Leaders ensure there is a wide variety of authors and genres for pupils to read.

The school's programme for the personal development of pupils is thorough and well planned. Pupils display an exceptional attitude towards respect and tolerance. Pupils know about other faiths and cultures. They value differences. Visits and visitors enhance pupils' development. There is a wide range of extra-curricular clubs. Leaders ensure that everyone has the chance to take part. Staff seek out extra clubs to develop the talents of individual pupils.

The chief executive officer and trustees ensure that governance is robust. Governors and trustees have clear roles and responsibilities. They provide appropriate challenge to the school. There is a culture of continuous school improvement. Staff value the trust's subject networks. Staff have access to high-quality professional development. Leaders are considerate of staff's workload. All staff use up-to-date and credible research to keep the curriculum, and its implementation in the classroom, sharp. Staff are proud to work at this school.

Safeguarding

The arrangements for safeguarding are effective.

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	137699
Local authority	Calderdale
Inspection number	10240548
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	194
Appropriate authority	Board of trustees
Chair of trust	Duncan Brundell
Headteacher	Carolyn Greenwood
Website	http://www.luddfoot.polarismat.org.uk
Dates of previous inspection	3 and 4 November 2021, under section 8 of the Education Act 2005

Information about this school

- The school is part of Polaris Multi Academy Trust.
- The school offers breakfast club and several after-school clubs.
- The school does not use alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors met with senior leaders from the school, a representative from the board of trustees, other leaders from the trust and three members of the local governing body, including the chair of governors.

- The inspectors carried out deep dives in the following subjects: early reading, mathematics, art and geography. For each deep dive, the inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Pupils' behaviour was observed during lesson visits and at breaktimes. Pupils shared their views on behaviour during discussions.
- To evaluate the effectiveness of safeguarding, the inspectors: 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.
- The views of parents were sought face to face, and the inspectors considered the responses to Ofsted's Parent View survey.
- The inspectors considered the views of staff from meeting with staff and from the responses to Ofsted's staff questionnaire.
- The inspectors met with the special educational needs coordinator to consider the curriculum for pupils with SEND.

Inspection team

Ian Clennan, lead inspector

Ofsted Inspector

David Roundtree

Ofsted Inspector

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