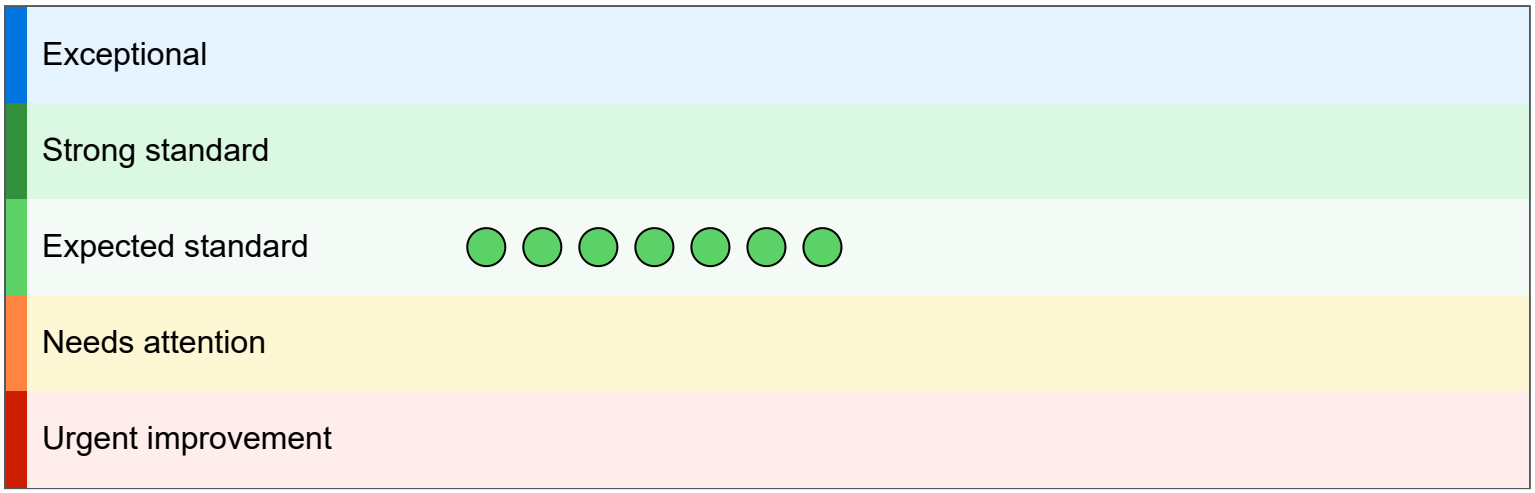
Luddenden CofE School

Address: Dene View, Luddendenfoot, Halifax, West Yorkshire, HX2 6PB

Unique reference number (URN): 149939

Inspection report: 20 October 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 typically develop the knowledge and skills they need in reading, writing and mathematics as they move through the school. Leaders prioritise the development of language and communication. Pupils generally build the foundations they need to succeed in lessons. They can use appropriate subject-specific vocabulary to talk about their current learning. However, pupils are less secure in recalling and building on subject knowledge that they have learned previously.

Pupils' attainment in the Year 6 national tests is broadly in line with national averages. The school has a high proportion of pupils with special educational needs and/or disabilities. These pupils receive targeted support that enables them to make better than expected progress during their time at school, particularly in reading and mathematics. This prepares them well for the next stage of their education. Disadvantaged pupils achieve well in reading, writing and mathematics. This reflects leaders' sustained work on identifying and removing barriers to learning.

Attendance and behaviour

Expected standard

Leaders create a culture where pupils are happy, safe and feel that they belong. As a result, pupils attend well. Attendance information shows that the school is broadly in line with the national average. Leaders carefully check pupils' attendance and review patterns over time for individuals and groups. They work closely with families to have a clear understanding of the barriers that can affect attendance. Leaders provide a range of personalised initiatives that encourage pupils to attend. For example, daily check-ins, along with free breakfast club provision, help pupils to have a positive start to each day.

Pupils typically behave well. They understand leaders' expectations and explain how the school's Christian values support them to interact positively with adults and their peers. This ensures that there are respectful relationships, which contribute to a calm and safe learning environment. From the early years, children settle quickly and learn how to manage their behaviour. Pupils have a clear understanding of the school rules. They know that they are all different and understand that, at times, some pupils need tailored support. Around school and within lessons children behave well. Pupils say that any form of bullying or use of derogatory language is not tolerated. They are confident that, if any issues did occur, staff will respond fairly and quickly.

Curriculum and teaching

Expected standard

Leaders have designed an ambitious curriculum that sets out a clear sequence of learning in each subject. Staff prioritise teaching core skills in reading, writing and mathematics. They generally ensure that pupils are secure with essential knowledge before moving on to new content.

Staff use high-quality stories and books from the Nursery Year onwards to promote a love of reading. Phonics teaching in the Nursery lays the foundations for more formal teaching in

Reception. Pupils read books that are well matched to their reading level. Those who fall behind receive additional support from staff to help them catch up. Older pupils develop their comprehension and fluency skills through regular focused reading activities.

Pupils benefit from guided support that helps them to practise new learning before applying their skills independently. In lessons, staff encourage pupil participation. They provide clear explanations and use questioning to enable pupils to respond successfully. Staff adapt the curriculum to meet a wide range of learning needs, particularly for pupils with special educational needs and/or disabilities. They use scaffolds and modelling regularly to provide structure for pupils so that barriers to learning are removed. However, for some groups of pupils, activities can be overly supported, limiting opportunities for them to develop independence and resilience as they tackle tasks.

Early years

Expected standard

Leaders ensure that children joining the school in the early years have a successful start to their education. Staff prioritise forming positive relationships with children and their families. This helps children to settle quickly and feel at home in the setting. Through effective transition arrangements, staff quickly understand any barriers or needs that children may have. Leaders provide staff with relevant training to help them to meet these needs and ensure that the statutory early years welfare requirements are in place.

Leaders have established a curriculum for the early years that is built around stories. It has a sharp focus on communication and prepares children well for Year 1. Staff regularly sing songs and rhymes, which reinforces children's understanding of number and language. Children interact well with each other, sharing resources and chatting as they play. They enjoy creative learning opportunities, such as making meals in the outdoor kitchen and going on imaginary trips.

Staff provide activities that develop children's fine and gross motor control. These lay the foundations that will prepare children effectively for writing. Staff play alongside children and describe their activities to help build vocabulary. However, some staff do not consistently use interactions to extend conversations and deepen children's understanding.

Inclusion

Expected standard

Luddenden CofE School is an inclusive school where all pupils are welcomed and cared for. Leaders have a thorough understanding of the community that the school serves. They form positive, trusting relationships with families. This means that they quickly find out when pupils' circumstances change. Leaders effectively use information about pupils to identify their barriers to learning and wellbeing. This includes for pupils with special educational needs and/or disabilities (SEND). Leaders seek support from external agencies where appropriate. They act on advice to develop individual support plans that generally align with pupils' needs.

Staff benefit from a range of training that develops their expertise in how to support pupils' needs. In lessons, staff make adaptations to teaching so that pupils with SEND can access learning alongside their peers. A range of additional support, such as small group work,

helps pupils to develop essential communication, reading and writing skills. However, this support is not always matched precisely enough to pupils' individual needs.

Leaders use additional funding, such as the pupil premium, effectively. They check the impact of this funding. As a result, their actions have a positive impact on the attendance, wellbeing and achievement of disadvantaged pupils.

Leadership and governance

Expected standard 

Leaders and governors have a clear understanding of the school's context and the varied needs of its pupils. They place the school's vision, 'excellence through equity, inclusion and love', at the heart of their work. This ensures that strategic decisions are taken in the best interests of the pupils and their families. Leaders consider pupils' starting points carefully to provide a curriculum that enables pupils to achieve academically and socially. As a result, pupils, including those who are disadvantaged and individuals with special educational needs and/or disabilities (SEND), attain well.

Governors and trustees are aware of their statutory responsibilities, which they carry out effectively. They understand the school's priorities and have worked closely with leaders to enhance the provision for pupils with SEND. Governors and trustees pay particularly close attention to the experiences of disadvantaged pupils. Through visits to the school, they see first-hand how leaders' actions impact on pupils' learning. Governors provide constructive challenge while remaining mindful of staff wellbeing.

Parents and carers value the care the school provides, particularly for pupils with SEND. Leaders communicate regularly with families and encourage their involvement in school events.

Leaders provide regular opportunities for staff to develop their professional knowledge and skills. Staff access training and networks through the trust and other partnerships to develop the expertise they need in their roles. Leaders consider staff wellbeing and take steps to keep workload manageable. Staff feel valued and take pride in working at Luddenden CofE School.

Personal development and wellbeing

Expected standard 

Leaders have established a broad and age-appropriate programme of personal development and wellbeing. It extends across the curriculum and builds pupils' understanding of different topics over time. Leaders underpin the personal, social and health education programme with the school's vision and values. As a result, pupils develop an age-appropriate understanding of how equity, inclusion and love shape the way people treat one another.

Leaders ensure that learning builds sequentially over time. This helps pupils to revisit and deepen their knowledge about the ways that they can manage risk and develop healthy relationships. Leaders adapt the school's curriculum in response to events in the community. For example, they use assemblies and lessons to develop pupils' understanding of water and fire safety. Leaders also provide opportunities for pupils to explore different cultures and beliefs. This is enabling pupils to recognise and understand diversity in modern Britain.

Pupils have a developing understanding of fundamental British values. They talk about democracy in school and the importance of individual liberty on their freedom to make their own choices. Pupils know that everyone should be treated fairly and with respect. They understand that the law protects people from discrimination because of their individual characteristics. Pupils recognise the importance of being healthy. They talk about eating a balanced diet, regular exercise and how sleep impacts on physical and mental wellbeing.

Pupils enjoy a broad range of enrichment activities. For example, theatre trips and visits to the countryside bring learning to life. Clubs, including sports, music and crafts, are open to all pupils. Leaders check pupils' participation in the extra-curricular offer and remove barriers so that all pupils, including those with special educational needs and/or disabilities, can attend.

Pupils benefit from effective pastoral care. Communication boxes give pupils a way to share their worries and ask for help. Leaders involve external agencies when needed to provide specialist support.

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

Pupils are happy and feel safe in this welcoming and inclusive school, where leaders create a sense of family. Pupils appreciate the school's vision and values, which promote a culture where everyone is known and included. From the Nursery Year onwards, staff build positive relationships with pupils and take the time to understand their individual circumstances. Pupils who need additional help receive a broad range of tailored support to help them participate in school life.

Children in the early years make a positive start because staff manage their transition into the school carefully. Children settle quickly and develop confidence as they play and learn in the engaging environment. Pupils across the school are enthusiastic about their learning. Over time, they develop the knowledge and skills they need to become proficient readers, writers and mathematicians. Pupils achieve well and typically make effective progress from their starting points. They are well prepared for the next stage in their education.

Pupils are respectful and courteous. They say that bullying is rare. Pupils typically behave well and they show empathy by looking out for one another. They understand that mental health is as important as physical health. Pupils describe how they are listening ears for their peers. Older pupils encourage others to talk about their worries, helping them to feel happy and safe in school. Pupils enjoy playing together at social times and make full use of the school's extensive grounds.

Pupils appreciate the opportunities they receive to take on leadership roles. Members of the 'excellence committee' promote the school's values of respect, love, trust, friendship, endurance and compassion. They help pupils to understand how these values shape life in school. This includes raising funds for charitable causes and contributing to events in the wider community.

Next steps

- Leaders should ensure that teaching and task choices foster independence and resilience, helping pupils to apply their knowledge and achieve high standards.
- Leaders should ensure that individual support plans for pupils with special educational needs and/or disabilities precisely match pupils' needs to enable them to make effective progress from their starting points.
- Leaders should continue to provide training and support for staff so that their interactions with children in the early years are consistently high quality.

About this inspection

This school is part of Learning Accord 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 (CEO), Elaine Watson, and overseen by a board of trustees, chaired by Baljit Birring.

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

This inspection took place on 20 and 21 October 2026.

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.

Inspectors spoke with the headteacher, senior leaders, the special educational needs coordinator, other leaders for the school and trust, governors and trustees and the CEO of the trust. Inspectors spoke with some parents and carers at the start of the school day and met with groups of pupils and staff. Inspectors considered the responses to Ofsted's online surveys.

The inspectors confirmed the following information about the school:

The school does not currently make use of alternative provision.

The school provides before- and after-school childcare for pupils.

Headteacher: Lisa Hoyle

Lead inspector:
Steven Holmes, His Majesty's Inspector

Team inspectors:
Philippa Kermotschuk, His Majesty's Inspector
Lynda Florence, 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 20 October 2026

School and pupil context

Total pupils

108
Well 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: 268

School capacity

262
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)

64.21%
Well above 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

15.74%
Well above 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

17.59%
Close to 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)	67%	62%	Close to average
2023/24		61%	

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)	78%	75%	Close to average
2023/24		74%	

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

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

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)	89%	74%	Above
2023/24		73%	

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
2025/26 (provisional)	R	R	R
2024/25 (final)	60%	47%	Above
2023/24		46%	

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)	70%	63%	Close to average
2023/24		62%	

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)	80%	59%	Above

Year	This school	National average	Compared with national average
2023/24		58%	

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)	80%	61%	Above
2023/24		59%	

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 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
2025/26 (provisional)	R	R	R
2024/25 (final)	60%	69%	-9 pp
2023/24		67%	

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)	70%	81%	-11 pp
2023/24		80%	

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

Year	This school	National non-disadvantaged score	School disadvantage gap
2025/26 (provisional)	R	R	R
2024/25 (final)	80%	78%	2 pp
2023/24		78%	

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)	80%	81%	-1 pp
2023/24		79%	

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.

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)	5.3%	5.1%	Close to average
2024/25 (3 term)	5.6%	5.2%	Close to average
2023/24 (3 term)	6.0%	5.5%	Close to average

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)	20.5%	14.4%	Above
2024/25 (3 term)	11.8%	13.0%	Close to average
2023/24 (3 term)	17.0%	14.6%	Close to average

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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