

All Saints Church of England Voluntary Aided Primary School, Laxfield

Framlingham Road, Laxfield, Woodbridge, IP13 8HD

Inspection dates 15–16 May 2014

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Since the previous inspection there have been many changes in staff including the great majority of teachers and the leadership of the school. This caused standards to decline, particularly in mathematics.
- Most teachers are new to the school. While much of the teaching during inspection was good, there has not been sufficient time to completely eradicate the impact of past underperformance.
- Teachers do not always set work for pupils in Key Stage 2, particularly the most able, that is hard enough to stretch them.
- Teachers do not always insist that pupils take sufficient care to produce accurate work, or to make the necessary improvements as indicated in marking.
- The progress of pupils is not yet consistently good.

The school has the following strengths

- Children in the Early Years Foundation Stage make good progress. They enjoy school and work and play well together.
- Pupils' behaviour is good. They have positive attitudes to learning and want to do well.
- Pupils feel safe in school. They arrive at school promptly and ready to learn.
- New leadership under the executive headteacher and the head of school has already brought about a marked improvement to the quality of teaching and learning, through good quality training.

Information about this inspection

- The inspector observed substantial parts of 10 lessons. Four of these sessions were jointly observed with the executive headteacher. The inspector also scrutinised examples of pupils' work in reading, writing and mathematics.
- Pupils from Years 1 and 2 read to the inspector and an additional shorter visit was made to observe the teaching of phonics (letters and the sounds they represent).
- The inspector attended a whole-school assembly. She also spoke informally to pupils over lunch and during their break times.
- Meetings were held with senior leaders, a group of pupils and a group of governors including the Chair and Vice-chair of the Governing Body. A representative from the local authority was spoken to by phone.
- Although there were too few responses to the online questionnaires (Parent View) for this to be viewed, the inspector did consider results from a school questionnaire completed by parents. The inspector spoke to a number of parents on day two of the inspection. She also reviewed the 10 submitted staff questionnaires.
- The inspector looked carefully at a number of school documents, including: school data showing pupils' current progress; documents relating to the school's own view of its performance; school checks on the quality of teaching; the school improvement and curriculum plans; minutes from governors' meetings; records relating to attendance; and safeguarding documentation.

Inspection team

Judith O'Hare, Lead inspector

Additional Inspector

Full report

Information about this school

- This school is much smaller than the average-sized primary school.
- Over the past three years there have been six changes of headteacher including times where there was no substantive leader in post. The current head of school was appointed in September 2013 and the executive headteacher in April 2014.
- A collaborative trust with nearby Stradbroke Primary came into force in April 2014. Overall leadership of both schools is provided by the executive headteacher. The head of school is responsible for day-to-day management.
- All but one of the current teachers were appointed in September 2013.
- Most pupils are of White British heritage.
- The proportion of pupils known to be eligible for the pupil premium funding is well below that found nationally. The pupil premium is additional funding the school receives for pupils who are known to be eligible for free school meals or looked after by the local authority.
- The proportion of pupils supported through school action is well above the national average. The proportion supported at school action plus or through a statement of special educational needs is average.
- The school meets the government's current floor standards, which set the minimum expectation for pupils' attainment and progress by the end of Year 6.

What does the school need to do to improve further?

- Raise overall attainment in Key Stage 2 in reading, writing and mathematics by:
 - ensuring that the quality of teaching is consistently of the standard of the best by sharing expertise both within school and within the partnership trust
 - teachers setting high standards for the accuracy of pupils' work and show, in their marking of work, what is worthy of praise and what is not completed well enough
 - pupils routinely check their work for errors and complete all necessary correction
 - giving all pupils, including more able pupils, work to do which is hard enough.

Inspection judgements

The achievement of pupils requires improvement

- As the result of the many changes of staff since 2011, the standards that pupils achieve at the end of Year 6 dropped year on year to be broadly in-line with national averages in 2013 in reading, writing and mathematics.
- In 2013 the progress that pupils in Year 6 made was broadly in line with expected, except in mathematics where it was below.
- Progress since the beginning of this academic year has accelerated, because of the improved quality of teaching, so that all pupils are making at least expected progress and a growing proportion is making more than expected progress. This is particularly the case in mathematics where new leaders have placed an emphasis on improving the quality of teaching and learning. Pupils have good attitudes to their learning as a result.
- Children start in the Reception year with skills that are generally typical for their age. They make good progress because teaching is consistently good and there is a sharp focus on developing their early reading, writing and mathematics skills.
- Pupils continue to make good progress in Key Stage 1 in reading and mathematics. While standards in writing are rising, and are in line with national, progress in this subject area remains slower.
- The teaching of phonics is good. Year 1 pupils have attained above-average scores in each of the last two national phonics checks. Pupils not reaching this level by the end of Year 1 have done so before the end of Year 2.
- Disabled pupils and those who have special educational needs receive additional help in lessons as well as extra individual support. Progress for these pupils and for the most able, across the school, is similar to their peers.
- In 2013, too few Year 6 pupils were known to be eligible for the pupil premium to comment on their attainment without identifying individuals. The funding has been spent on additional teaching time and small group work in reading, writing and mathematics. Evidence seen during the inspection points to better progress now being made by these pupils and any gaps in attainment compared to other pupils are closing.
- The teaching of physical education is good. Staff are receiving specialist training from two qualified sports coaches now employed at the school. Pupils enjoy the additional activities available for them to try, which include team sports, dance and gymnastics. Participation in all sporting activities is high. All pupils now undertake regular exercise and fitness training.

The quality of teaching requires improvement

- Over the past few years the school has had significant difficulties with the recruitment and retention of teaching staff. As a result, there have been inconsistencies in the quality of teaching and pupils' progress. While this issue has now been resolved, the teaching of English and mathematics across the school is not yet consistently good enough to have eradicated past underperformance.

- Sometimes the tasks pupils are asked to complete are too easy and do not challenge them to succeed at a high enough level. This is particularly the case for more able pupils in Key Stage 2. Less-able pupils now receive better support in class and in other teaching situations. In lessons observed these pupils were seen to be making rapid progress.
- Teachers mark pupils books regularly, but do not routinely make sure pupils respond to this marking by making the necessary corrections. Presentation in books is generally neat and tidy but careless errors sometimes spoil results.
- Better teaching is inspiring pupils to learn and to achieve well. In a Year 4/5 mathematics lesson, for example, pupils were challenged to use their mathematical skills to find the highest and lowest possible totals from random selections of numbers in a line. All pupils remained fully engaged in this activity, completed the tasks rapidly and demonstrated proudly their success to each other.
- Pupils enjoy the many opportunities they have to develop their skills in subjects other than English and mathematics. They particularly enjoy music, art and drama. They say this is helping them to learn well and to achieve their best. One pupil told the inspector, 'I am good at acting, which I wasn't before; this is because now I read well.' In an art lesson Year 6 pupils used their mathematical skills to create accurate geometrical shapes which they added to complete their own paintings and sculptures in the style of Kandinsky.
- Teaching in Reception is good. Indoor and outdoor activities are planned well and there is a sharp focus on the development of reading, writing and mathematics. In one session observed, Reception children were busy hunting for mini-beasts and were observed correctly counting the number of creatures they had found. Following a lively discussion, Year 1 pupils went on to write descriptive paragraphs about their favourite insects.
- Teachers have received good training in the teaching of phonics. Pupils have a good understanding of the links between sounds and spelling. They use this knowledge to help develop their reading skills. Pupils enjoy reading and do so well.
- The school has made the best of the environment to create welcoming learning spaces. Classrooms are tidy and well organised. Quality displays both indoors and outdoors celebrate pupils' many successes.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils are cooperative and friendly. They are respectful of each other and the adults who teach and support them.
- Visitors to the school are made to feel welcome. Pupils are polite and courteous. They represent their school very well and are good ambassadors.
- Behaviour in lessons, at break times and when moving around the school is typically good. Pupils of different ages work and play well together. They follow all instructions carefully and respect the school discipline code.
- Attendance is broadly average and punctuality is good. Pupils arrive at school each morning smartly dressed and properly equipped for learning. All lessons begin promptly and without any fuss.

- Pupils readily take on roles and responsibilities within the school. As members of various committees and in their roles as playtime leaders, they are active in ensuring the school day runs smoothly.
- The school's work to keep pupils safe and secure is good. Pupils feel safe at school. They say that incidents of unsafe or disrespectful behaviour and bullying of any kind are extremely rare. They are confident that should anything happen, there is always an adult on hand to help sort this out. School records relating to behaviour and safety are detailed and show clearly what actions have been taken.
- Pupils' spiritual, moral, social and cultural development is good. They enjoy whole-school assemblies and the opportunities these provide for quiet reflection. Fundraising activities, cultural and historical visits and trips are wide and various.

The leadership and management are good

- Leadership and management are new and highly effective. Although the executive headteacher has only been in post for four weeks and the head of school in post since September, in that short time they have put into place a plan of action to address shortcomings in teaching. Training has already started and has had a measurable impact on improving the quality of teaching. Teachers are now more confident, particularly in the teaching of mathematics and the progress pupils make has started to accelerate.
- All staff share a commitment to improve pupils' overall attainment and progress. All staff have an accurate understanding of the school's strengths and the areas that need to improve. Actions leaders have taken to move the school forward are already resulting in pupils' better progress across the school.
- Leaders, including middle leaders, have ensured that regular monitoring of teaching and checks on pupils' progress are effective and enable the school to swiftly pinpoint underperformance and to provide prompt and appropriate action to support any pupil at risk of falling behind with their work. Better progress can be seen in pupils' written work and in their books this academic year as a result.
- Opportunities for teachers to develop their expertise have improved significantly. Teachers across the collaboration work closely together, sharing planning and observing best practice which exists in both schools. Teachers all speak highly about the benefits of this partnership approach. Pupils too consider this to be a positive development. They enjoy shared visits and trips as well as making new friends and participating in competitive sports fixtures.
- The systems used for the monitoring of teachers' performance are rigorous. Targets set are based on their performance and the progress their pupils make. Teachers with special responsibilities, such as subject leaders, have additional targets to meet that reflect high expectations. Increases to salary are only made when these challenging targets have been met.
- Leadership of the Early Years Foundation Stage is good. Children in Reception make a good start to their learning. Consistently good teaching and a sharp focus on developing their skills in reading, writing and mathematics give them a firm foundation for good progress in Year 1.
- Pupils study a wide range of subjects. Every pupil has the opportunity to learn how to play a musical instrument. Music is a subject they really like. During the inspection pupils were observed singing and playing the samba. Their singing was sweet and melodious; their

enjoyment of making group music was infectious. There are frequent opportunities for pupils to broaden their experiences through visits and trips. This includes visits to local museums and places of interest as well as longer and more cultural visits and trips, for example to London.

- The school supports pupils' spiritual, moral, social and cultural development well. Important values such as respect for all, caring and sharing are central to the work of the school. There are good links with parents and the local community, and pupils have frequent opportunities to engage in fundraising and charity events.
- The local authority has provided little and infrequent support for the school in the past. More recently it has actively supported the development of the collaborative trust with the nearby Stradbroke Primary School.

■ **The governance of the school:**

- The governors, under the strong leadership of the Chair and Vice-chair of the Governing Body, have made timely and wise decisions about leadership and management. It is through their work the new collaborative trust has been formed.
- Governors attend regular meetings, and links to subject areas such as literacy and numeracy and regular joint 'learning walks' with staff give them first-hand information about how well the school is performing. Governors contribute to the development of all policies and procedures, including school development and curriculum plans, and are a visible presence within the school.
- The governors have a good understanding of the quality of teaching and how this is improving. They know that teachers' salaries are linked to their performance and set rigorous and challenging targets for the headteacher.
- Governors have undertaken appropriate training in the analysis of data. They use this well to help them ask the right questions about pupils' progress and provide challenge to the leadership. They ensure the school makes good use of pupil premium funding and manage school finances well.
- The governors make sure the school meets national requirements for safeguarding children.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	124776
Local authority	Suffolk
Inspection number	444254

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	73
Appropriate authority	The governing body
Chair	Jill Wright
Headteacher	Melanie Barrow (executive headteacher)
Date of previous school inspection	10 November 2009
Telephone number	01986 798344
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