

Inspection of All Saints' Church of England Voluntary Controlled Primary School, Lawshall

The Street, Lawshall, Bury St Edmunds, Suffolk IP29 4QA

Inspection dates: 23 and 24 January 2024

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

Until November 2020, the school was exempt from routine inspection because it was judged 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 2010.

What is it like to attend this school?

Pupils thrive at this nurturing and caring school in the heart of the community. They participate in the local 'Seed to Tree' project, which reflects their progress and growth during their time at the school. The school takes a highly personalised approach to every pupil's learning. This helps pupils to achieve very well.

Pupils are extremely polite and confident. They develop their confidence through well-thought-through projects and experiences. For example, in Year 6, pupils participate in a Shakespeare production with other schools and the local theatre.

There are mutually respectful relationships among pupils and staff. Pupils talk with confidence about respect and tolerance at an age-appropriate level. They show these important values in the way they treat each other, regardless of any differences between them.

Pupils' development beyond the classroom is prioritised. The 'well-being pupil action group' has thought about how it can support other pupils. It has designed a well-being garden for pupils to access in the playground. Pupils enjoy exploring philosophical issues through discussions held about 'life's big questions', such as 'why are we different?' This also helps them to understand that everyone has different views.

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

Pupils learn exceptionally well. The school's well-planned curriculum is broad and highly ambitious. The essential knowledge that the school wants pupils to know is precisely organised. This starts in the early years and flows seamlessly into key stage 1.

Staff are very knowledgeable. They frequently review what pupils have learned previously. They check pupils' understanding carefully and plan lessons to build on this. This helps pupils to recall and use their knowledge. Fun, engaging and memorable activities motivate pupils to do their very best and apply their learning. In Reception, for example, children find out the conditions needed for an ice cube to melt quickly. This helps them to make well-reasoned predictions about what they think will happen and why.

Pupils with special educational needs and/or disabilities (SEND) receive personalised support. Staff identify and monitor pupils' needs carefully, working with external agencies where appropriate. Staff adapt work appropriately for pupils. This enables pupils with SEND to make strong progress.

The school prioritises reading. Its vision is for every pupil to be reading confidently and fluently by the time they leave. The learning of phonics begins in Reception. Well-trained staff deliver phonics sessions expertly. They carefully check that pupils are progressing well. If pupils need support, then this is swiftly put in place. Parents

can continue this at home using the resources that the school provides. All of this ensures that pupils' phonics knowledge is very secure. Pupils achieve highly in reading by the end of Year 6.

A wide range of book-based activities inspire pupils to read widely and often. These include focusing on a particular author each week, annual World Book Day activities and reading cafés for families. The school also celebrates the Icelandic tradition of Jolabokaflod, where books are donated from families and redistributed to read on Christmas Eve. Pupils love reading.

Pupils' behaviour is exemplary. Pupils throughout the school listen attentively to their teachers and their peers. They contribute sensible and carefully considered ideas to discussions with other pupils. Pupils who need a more personalised approach to their behaviour management have a carefully tailored plan that staff consistently follow. This helps pupils make the right behaviour choices.

The comprehensive personal, social and health education curriculum is well thought through. Pupils have a range of opportunities to learn the importance of looking after their physical and mental health. This includes a health and fitness week; learning new sports like golf, skateboarding and rock climbing; and having a healthy picnic. This also helps pupils to build their confidence and to believe in themselves.

The school considers pupils' transition into different stages of education, as well as their future beyond school. As part of this, pupils learn about different careers, including fire fighters and ceramic artists, through presentations in assemblies.

All leaders know and understand their roles and responsibilities. Governors and leaders complete detailed analysis of a variety of information about the school. This enables the school to ensure it is delivering the very best for every pupil. Staff have bespoke professional development. They are highly positive about working in the school, and they feel valued and well looked after. Parents are overwhelmingly positive about the education, opportunities and care that their children receive.

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	124706
Local authority	Suffolk
Inspection number	10288475
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	171
Appropriate authority	The governing body
Chair of governing body	Katie Haselhurst
Headteacher	Clare Lamb
Website	http://allsaintsprimary.org
Dates of previous inspection	2 and 3 December 2010

Information about this school

- The school does not currently use any alternative provision.
- The school has a Christian religious character. The most recent statutory inspection of its denominational education and worship, under section 48 of the Education Act 2005, took place on 18 September 2023. The next section 48 inspection will take place in the next three to five years.
- The school runs a breakfast and after-school club.

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 educational provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- The lead inspector spoke with governors. She spoke on the telephone with a representative of the Diocese of St Edmundsbury and Ipswich and spoke to a representative from the local authority.
- The inspectors carried out deep dives in early reading, mathematics, and geography. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of work.
- Inspectors also looked at the curriculum in art, design and technology, and science.
- 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.
- Inspectors gathered the views of pupils by speaking to them during lessons, at lunchtime and at breaktimes. They also considered 70 responses to Ofsted's pupil survey.
- Inspectors spoke to groups of staff, to gather their views of the school. The 26 responses to Ofsted's staff survey were also considered.
- The inspectors considered 103 responses to Ofsted's online survey, Ofsted Parent View.

Inspection team

Katie Devenport, lead inspector

His Majesty's Inspector

Mark Sim

Ofsted Inspector

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