

Inspection of All Saints Church of England Primary School, Laxfield

Framlingham Road, Laxfield, Woodbridge, Suffolk IP13 8HD

Inspection dates:	5 and 6 November 2024
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 head of school is Katharine Minns. This school is part of All Saints Schools Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Melanie Barrow, and overseen by a board of trustees, chaired by Russell Ayling. There is also an executive headteacher, Daryl Jones, who is responsible for this school and two others.

Ofsted has not previously inspected All Saints Church of England Primary School, Laxfield under section 5 of the Education Act 2005. However, Ofsted previously judged All Saints Church of England Voluntary Aided Primary School, Laxfield to be outstanding for overall effectiveness, before it opened as All Saints Church of England Primary School, Laxfield as a result of conversion to academy status. The school received an ungraded inspection under section 8 of the Act on 20 October 2021. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

Pupils flourish in this calm and compassionate school environment. Pupils are happy and feel safe. The school has a highly inclusive ethos and is ambitious for everyone. Pupils know teachers are always on hand to help if they find work tricky. Pupils are enthusiastic about learning and show high levels of focus in lessons. The school rules remind pupils to be 'ready, respectful and responsible' and they endeavour to do their best. Most pupils achieve exceptionally well. Pupils with special educational needs and/or disabilities (SEND) make great progress through the curriculum from their starting points.

Pupils develop a strong sense of responsibility and community involvement. The school council provides a platform for pupils to learn about democracy, make decisions and contribute positively to school life. This develops a strong sense of self-belief and empowerment in pupils. The school's ambition for pupils to be 'ready to change the world' is embodied in many ways, one of which is the way they responsibly lead lunchtime clubs.

Pupils learn about global issues, such as war and refugee experiences. This helps to nurture empathy and a sense of social responsibility. The school's link with a school in Kenya helps deepens pupils' understanding of diversity and respect for different cultures.

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

The school's curriculum is broad, interesting and ambitious. The key knowledge and vocabulary pupils need to learn and by when is clearly set out. As pupils journey through the school's curriculum, they make connections between different concepts. For example, pupils use their knowledge of the human body in science when they look at the impact of exercise in physical education (PE). Pupils frequently recap their learning to check that their knowledge is secure. Teachers present information clearly. They take time to carefully model new techniques and skills precisely. Teachers regularly check pupils' learning and make appropriate adaptations to teaching. Staff adapt teaching very effectively for pupils with SEND. This helps them to achieve success. It allows everyone to learn together and access the curriculum.

Pupils with SEND benefit greatly from the time they spend in the school's quiet and calming spaces. They get the extra help they need to achieve their individual targets.

Early language development is a priority. Precise checks in the early years lead to swift support for children with speech, language and communication needs. Staff have frequent high-quality interactions with children. They promote children's communication and language skills very well.

Pupils achieve highly in reading. They learn to read with books that are closely matched to their phonics knowledge. Well-trained staff help pupils to become confident, fluent readers. Pupils who need more help to keep up receive timely and effective support. Staff are quick to identify the sounds pupils find difficult. They make sure pupils practise these and provide extra help, so they catch up quickly. Pupils are enthusiastic readers. They like the extensive range of books, poems and articles they read each week. This helps to

broaden their knowledge and expands their vocabulary. Pupils of all ages enjoy the purposefully pupil run lunchtime library club.

Children in the early years are well prepared for Year 1. The exceptionally well-organised learning environment aides the development of children's independence and decision-making. The early years curriculum enables children to build strong foundations in their learning. Staff provide children with a range of well-chosen resources and activities which allow them to apply their counting and number knowledge. Children show high levels of concentration as they practise their writing. Trips to places like the local museum help them to learn about the world around them. Staff help children to understand and manage their feelings. This helps them to play cooperatively together and show kindness to each other.

Pupils' behaviour is exemplary. They are polite and kind. There is a calm atmosphere in lessons because pupils are familiar with the routines and expectations set for them. Pupils appreciate the 'special mentions' that recognise their positive behaviour and achievements. Pupils enjoy earning 'house points'. They celebrate their friends' achievements too. For example, pupils like readily applauding the winning house even when it is not their own.

An extensive array of opportunities promotes pupils' personal development. Trips and visits bring learning to life. Residential trips help develop pupils' independence and confidence as they try adventurous activities. Books pupils read evoke discussion about social and moral dilemmas, such as discrimination and war. The way the school develops pupils' character is exceptional. As part of this, pupils present ideas and sing to large audiences. Pupils get the chance to develop their leadership skills. For example, they responsibly lead clubs and other activities. Pupils benefit from a wide variety of enrichment activities which develop their talents. For example, all pupils learn to play the glockenspiel and ocarina. Pupils like the school's clubs, including origami and Makaton.

The school provides staff with a wide range of training to strengthen their expertise. Staff use this very effectively. It makes a positive difference to pupils' learning. Parents and pupils appreciate the school's inclusive culture and the help they receive when needed. Trust leaders and governors work exceptionally well together. They make informed decisions in the best interests of pupils. For example, appointing additional staff to help the smooth running of the 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 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	145693
Local authority	Suffolk
Inspection number	10240577
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	95
Appropriate authority	Board of trustees
Chair of trust	Russell Ayling
CEO of the trust	Melanie Barrow
Headteacher	Daryl Jones (executive headteacher) Katharine Minns (head of school)
Website	www.laxfieldprimary.org.uk
Date of previous inspection	20 October 2021, under section 8 of the Education Act 2005

Information about this school

- All Saints Church of England Primary School, Laxfield is part of All Saints Schools Trust.
- The school currently uses one unregistered alternative provider.
- This school has a Christian religious ethos. The last section 48 inspection took place in November 2023. The next inspection will take place in five years.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth-form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation 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 held meetings with the executive headteacher, head of school, subject leaders and teaching staff. The lead inspector also met with the chief executive officer, chair of the trust board and members of the local governing body.
- The inspectors carried out deep dives in these subjects: reading, mathematics, music and PE. For each deep dive, inspectors spoke to leaders, visited lessons, spoke with pupils, looked at pupils’ work and spoke with teachers and support staff.
- The lead inspector also discussed the curriculum in some other subjects and looked at a range of pupils’ work.
- 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.

Inspection team

Mireille MacRaid, lead inspector

His Majesty’s Inspector

Stephen Cloke

Ofsted Inspector

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