

All Saints Church of England Primary

Inspection report

Unique Reference Number	124706
Local Authority	SUFFOLK LA
Inspection number	315029
Inspection dates	26–27 November 2007
Reporting inspector	David Wynford-Jones

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–9
Gender of pupils	Mixed
Number on roll	
School	80
Appropriate authority	The governing body
Chair	Mrs Cherry Clements
Headteacher	Mrs Clare Kitto
Date of previous school inspection	24 May 2004
School address	The Street Lawshall Bury St Edmunds Suffolk IP29 4QA
Telephone number	01284 828223
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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This is a smaller than average primary school, which serves the village of Lawshall and surrounding villages. The socio-economic circumstances are generally favourable. The percentages of pupils entitled to free school meals are well below the national average. Most of the pupils are from White British backgrounds. The proportion of pupils identified by the school as having learning difficulties and disabilities is broadly similar to the national average. Children attend the nursery on a morning only basis. An independent pre-school uses the building every afternoon. The school has recently gained the Healthy School Award.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school. It has improved significantly since the last inspection. This is because the headteacher provides outstanding leadership and effectively promotes the ethos of the school. The school's motto of 'inspire, develop, succeed' is evident in all aspects of its work. The headteacher is supported well by a dedicated team. One parent wrote 'I cannot praise the headteacher and teachers enough for such a well-rounded environment for the children to learn in.'

The care, guidance and support offered to the pupils are outstanding. Safeguarding procedures are robust. Pupils say they feel safe and that teachers care about them. Academic guidance is strong. Pupils know and understand their targets in English and mathematics. There are good systems in place to track pupils' progress. Excellent use is made of the information to set whole-school challenging targets and to identify pupils requiring additional support. The effective use of the assessment information, good teaching and high expectations ensure the pupils achieve well.

Attainment on entry varies from year to year because of the small number of pupils joining the school. Most pupils enter Year 1 with levels of attainment above those expected for their ages, particularly in English and mathematics. They make good progress and, by the end of Year 2, standards in reading, writing and mathematics are above and sometimes exceptionally high when compared to the national average. Pupils continue to make good progress in Year 3 and 4. Current standards are above expectations in reading, writing and mathematics. The performance of boys has improved markedly. By the end of Year 2, they attain above average standards when compared to those achieved by boys nationally. Pupils with learning difficulties and/or disabilities make good progress. They achieve well in relation to their starting points and needs because they receive good support. The school has correctly identified that many pupils are having difficulties with undertaking investigations and problem solving in mathematics, particularly in Years 3 and 4.

As a result, appropriate adjustments are being made to the curriculum to ensure that there is a greater focus on problem solving and investigation. Teachers are increasingly making links between subjects, thus enabling the pupils to see the relevance of their learning and to consolidate their understanding. However, the themed approach, currently piloted in Year 1 and 2, requires consolidation and extension into Years 3 and 4. Nevertheless, the curriculum, supported by a good number of extra-curricular activities, promotes pupils' personal development very well. Their behaviour in and around the school is exemplary; they enjoy learning, and have an excellent understanding of being healthy. Their visits and work in the local woods contributes much to their understanding of being safe and adopting safe practices. Their personal development is outstanding.

Overall, the school is well led and managed. The contribution by subject coordinators and governors to the leadership and management of the school is good. They are developing their roles well and have a clear view of the school's strengths and areas for development. Given the significant improvements in the school since the last inspection, the standards the pupils achieve and the clear school development plan, the school has good capacity to improve further.

Effectiveness of the Foundation Stage

Grade: 2

Most children enter the nursery with skills and knowledge similar to those expected for their age. The very effective transition arrangements with the pre-school ensure children settle quickly and become happy and confident learners. In the Nursery and Reception class, the children make good progress because the teaching and the curriculum are good. Their progress is carefully monitored as they are strategically guided through a series of activities that promotes their learning and encourages their independence. Effective use is made of the indoor and outdoor areas to ensure the children are offered a stimulating curriculum that is well matched to their needs. By the end of Reception, the vast majority of the children exceed the expected levels in all areas of learning, but especially in their mathematical development and in communication, language and literacy. Their achievement is good. The Foundation Stage is managed well. The outdoor area for Reception children is impressive. It is well thought out to provide zones that support all areas of learning. Planning is good, the teachers and support staff work together well. However, there are times, particularly at the start of lessons, when children spend too long sitting on the carpet. On these occasions, teaching assistants are not used to best effect.

What the school should do to improve further

- Improve pupils' skills in undertaking investigative tasks and problem solving in mathematics particularly in Years 3 and 4.
- Consolidate the cross-curricular approach to learning in Years 1 and 2 and extend it into Years 3 and 4.

Achievement and standards

Grade: 2

Standards vary from year to year because of the small number of pupils in the year group. Nevertheless, the ends of Year 2 assessments for the last three years show a marked improvement in standards when compared to those in 2004. Standards at the end of Year 2 in 2007 were exceptionally high in reading, writing and mathematics. Standards in mathematics were higher than in reading and writing. In contrast, standards at the end of Year 4, although above expectations, were lower in mathematics than in reading and writing. The school is working to improve pupils' mathematical skills to enable them to undertake mathematical investigations better. Analysis of assessment information shows that pupils in the current Year 4 are attaining above average standards. Given the good progress they are making, by the end of the year, pupils are on course to attain standards well above those expected for their age. There is no significant difference in performance between boys and girls. Pupils identified as having learning difficulties attain above average standards when compared to the national results for similar pupils.

Personal development and well-being

Grade: 1

Pupils enjoy coming to school and their attendance is good. Their spiritual, moral, social and cultural development is exceptional. The links with a school in Papua New Guinea effectively contribute to their cultural development. Pupils show outstanding levels of respect and care towards each other. This is especially noticeable in their impressive behaviour in the playground

and around the school. Pupils of all ages take their responsibilities seriously. They enjoy being members of the school council, 'playground squad' leading games at lunch and break times, or as a 'playground buddy'. Some of the older pupils are ready to take on more responsibilities. Links with the church and local community are strong. Pupils are keen to visit Frithy Wood as part of the Forest School initiative to develop their awareness of the outdoor environment. Year 4 pupils look forward to visiting Golden Wood where they plant the oak saplings which they have nurtured during their time at the school. The very good social skills and standards pupils achieve in English and mathematics ensure they are very well prepared for the next stage in their education and their future lives.

Quality of provision

Teaching and learning

Grade: 2

There is a very positive learning atmosphere throughout the school. Relationships are excellent between adults and pupils. Key features of teaching are high expectations, effective use of questioning strategies, brisk pace and lively lessons. Teachers are increasingly using the electronic whiteboard to enhance their teaching. Consequently, pupils listen carefully and are keen to work hard. Pupils who have learning difficulties are supported well. They are given many practical experiences to reinforce learning, ensure success and promote their self-esteem. Teachers regularly assess the pupils' progress and actively encourage them to self-assess their own work. This information is being used well to plan subsequent lessons. There are some good examples of marking of pupils' work, especially in English, and pupils are provided with clear guidance on the next steps for improvement. However, this is not consistent in all classes and other subjects. Teaching assistants provide valuable support but are not always deployed effectively, particularly when the whole class is being taught by the class teacher.

Curriculum and other activities

Grade: 2

The curriculum is well matched to meet the needs of pupils. There are strengths in English, mathematics and art and design. Good emphasis is placed on improving pupils' use and understanding of subject specific vocabulary. This has contributed to the steady rise in standards in reading, writing and mathematics. However, the school recognises and is acting on the need to improve pupils' investigative skills and their ability to solve problems in mathematics in most classes. The pupils enjoy the topic approach to learning, especially when it involves art and design and the use of information and communication technology. This method of delivering the curriculum was introduced recently into Years 1 and 2 and requires consolidation. The school plans to extend the topic approach into Years 3 and 4. A good range of extra-curricular activities, visits and visitors to the school enriches the curriculum and supports pupils' personal development very effectively.

Care, guidance and support

Grade: 1

The outstanding care, guidance and support underpin the work of the school and pupils' success. The very good liaison between teachers and teaching assistants ensures pupils settle quickly when they change year group, build on their previous learning and continue to make good progress. Similarly, good links with the local middle school mean that pupils are helped to make

a smooth transition to the next stage of their education. The school's system for tracking pupils' progress is used extremely well to make sure that they reach challenging targets. Very good links with parents means that they are well informed about school events, how well their child is doing and what they can do to help at home. As a result, they speak highly of the school and are supportive of its work.

Leadership and management

Grade: 2

The headteacher has encouraged and developed effective teamwork. All the staff feel they are fully involved and are contributing to the development of the school. Links with outside agencies are well established. The school's self-evaluation of its strengths and area for development is good. The headteacher has a good understanding of the quality of teaching and learning. The information from lesson observations, scrutiny of test results, teacher assessments and tracking records are used effectively to raise standards. Coordinators fulfill their roles well. They are developing their skills satisfactorily in evaluating the school's performance and seeking ways to help the school move forward. Governors are great advocates for the work of the school. They are supportive and some provide challenge. The school provides good value for money.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

28 November 2007

Dear Pupils

Inspection of All Saints C of E Primary, Lawshall IP29 4QA

Thank you very much for making me so welcome when I visited your school. I enjoyed my visit and talking to you. I think you are very lucky to go to All Saints Primary. You clearly like coming to school very much. I thought that your behaviour was exemplary. You were friendly and polite. It was nice to see you all in the playground taking part in the aerobics and brain gym activities before you started your lessons. I was really tempted to join in!

Your school is a good school and does many things well. The way the teachers and other adults look after you and guide you is excellent. They really want you to do as well as you can and to learn about your local environment. I wish I could have spent time in Frithy Wood and Golden Wood. You are so lucky to be able to do so. You have made a lot of progress recently and are taking more responsibility for finding things out for yourselves. I was impressed by your knowledge of healthy living and staying safe. Your personal development is excellent. The standards you reach in reading, writing and mathematics are above average but you do need to be more confident in undertaking and solving mathematical problems. To help you with this, I have asked your teachers to give you extra help in solving problems.

Several pupils in Years 1 and 2 told me how much they enjoyed lessons when they are planned around a theme. So, I have asked your teachers to make sure that they continue to do so and the teachers in Years 3 and 4 start to do the same.

I hope you will continue to do well and enjoy your time at the school.

With best wishes

David Wynford Jones

Lead inspector