

All Saints Church of England Voluntary Aided Primary School, Laxfield

Framlingham Road, Laxfield, Woodbridge, Suffolk IP13 8HD

Inspection dates	24–25 May 2016
Overall effectiveness	Outstanding
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
Early years provision	Outstanding
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is an outstanding school

- Leadership is outstanding. The executive headteacher has successfully created a highly aspirational, caring and nurturing environment for pupils to learn and develop their self-confidence.
- As a result of excellent teaching, pupils in all year groups make impressive progress in a range of subjects including reading, writing and mathematics.
- Teachers have high expectations of how all pupils will behave and the quality of pupils' work. They nurture very positive attitudes to learning and ensure that pupils correct errors in their work.
- Children in the early years get off to an excellent start and make rapid progress so they are very well prepared for more formal learning in key stage 1.
- Disadvantaged pupils make excellent progress. In recent years, their progress by the end of Year 6 has been faster than their classmates and equal to other pupils nationally.
- The teaching of phonics (the link between sounds and letters) is outstanding which has ensured that pupils achieve above-average results in the Year 1 national phonics check.
- Highly effective support for pupils who have special educational needs or disability enables them to thrive.
- Pupils' behaviour around the school is exemplary. They mix well together, show high levels of care and respect for one another and have excellent attitudes to learning.
- Pupils and parents agree that the school provides a very safe environment. Pupils have excellent knowledge about how to keep themselves safe.
- The school makes first-rate provision for pupils' spiritual, moral, social and cultural development through its lively and interesting curriculum.
- Governors are highly effective. They challenge school leaders in order to ensure the school continues to improve.

Full report

What does the school need to do to improve further?

- Sustain and consolidate the improved outcomes achieved in the last two years and ensure that pupils make accelerated progress in all areas of learning.
- Improve the outside areas in the early years so that it is as stimulating as the indoor environment in supporting children's learning and development.

Inspection judgements

Effectiveness of leadership and management is outstanding

- Outstanding leadership is at the heart of this school's success. The executive headteacher is highly motivated and has successfully addressed each of the issues raised at the last inspection. Supported by governors, she has created a nurturing environment where staff have high aspirations for all pupils.
- Staff are highly supportive of the leadership of the school, and the overwhelming majority of parents echo this too. Parents described staff as 'caring' and 'wanting the children to thrive'.
- Leaders are reflective of their practice and monitor and evaluate the effectiveness of their actions in improving pupils' outcomes. They have an accurate picture of the school's strengths and weaknesses. They have employed independent consultants to validate their judgements. School development planning is sharply focused on improving pupils' outcomes.
- Rigorous monitoring of teaching and pupils' progress, along with high-quality staff training and performance management, has resulted in teaching that is now typically outstanding. The school benefits from working closely with its partner school. This enables staff to develop their teaching through well-considered training and ample opportunities for sharing good practice.
- Equality of opportunity is promoted rigorously so that all pupils are able to participate fully in all school activities. Parents recognise this as a strength and commented that 'every child is valued and their achievements celebrated'. Pupils are confident because they know their views are listened to and respected.
- The pupil premium funding is effectively used to support pupils with their learning and their emotional and social well-being through specialist provision such as behaviour support and counselling. As a result, disadvantaged pupils achieve extremely well.
- School leaders meticulously track pupils' progress. Termly meetings between the executive headteacher and class teachers look at the progress of each pupil. Actions are then put into place to support any pupils who are falling behind in their learning. The impact of these interventions is regularly reviewed and changed if necessary. As a result, pupils who are at risk of underachieving catch up quickly.
- The broad range of subjects, including languages, music and humanities, is well planned so that it interests and excites pupils in their learning. Topic work is often enhanced by stimulating trips and visits, such as spending a day with the Romans at the Norwich Castle Museum. Pupils enjoy the annual arts week as they get to work with specialist professionals and learn new skills. They are very proud of their large animal sculptures which are displayed around the school.
- The school makes exceptional provision for the development of pupils' spiritual, moral, social and cultural education. In religious education they learn about the customs of other faiths and debate topics such as 'Is there life after death?' Daily assemblies enable pupils to explore Christian values and those of different faiths. The inspector joined an assembly on the school value of wisdom. Pupils had the chance to think about and discuss whether a particular choice is wise or not. Theatre trips, visits from an African children's choir and charity events are further examples of this broad provision.
- The school's guiding values permeate all aspects of its work and are closely aligned to British values. For example, pupils have a clear understanding of what it means to respect the views of others and the importance of following rules.
- The school uses the sports funding to provide high-quality sporting activities for all pupils, and to train teachers to effectively deliver physical education (PE) and sport. Pupils say they enjoy these lessons and the opportunity to participate in sporting competitions against other schools. A large number of pupils take part in the many after-school activities. The inspector observed a dance lesson where Year 5 and 6 pupils were enthusiastically learning to dance the Charleston.
- The local authority has supported the school with training and moderation of pupils' work and has worked alongside leaders to jointly monitor the impact of their work.
- Parents describe the headteacher as 'being driven to continually improve standards' and a person who is 'approachable and deals with concerns immediately'.
- **The governance of the school**
 - Governors have a wide range of appropriate skills and expertise to suitably challenge and support leaders. They know the school very well and have an accurate knowledge of its strengths and areas to develop.
 - They scrutinise pay awards carefully to ensure that they are linked closely with school performance data.

- Governors have a good understanding of information about pupils' achievement and how the school is performing in relation to other schools nationally. They use this information to challenge leaders and hold them to account.
- Link governors monitor the impact of leaders' actions on pupils' outcomes, for example provision for pupils who have special educational needs or disability. The governor with oversight of the pupil premium closely monitors the impact of the funding on pupils' academic progress, behaviour and welfare.
- Governors ensure that the school meets the statutory requirements for safeguarding and that policies are comprehensive, up to date and accessible to parents and carers.
- The arrangements for safeguarding are effective.
- School leaders ensure that all staff, including governors, receive up-to-date training on keeping pupils safe. The governor responsible for safeguarding makes termly visits to ensure that the appropriate checks are carried out on all adults in the school and that all procedures for safeguarding are being implemented. Staff have received a range of relevant training on potential areas of risk for children. This includes 'Prevent' training to help staff identify the potential risk of radicalisation.
- The health and safety committee ensures that the school premises are safe and secure, and conducts termly inspections of the school. Procedures for managing visitors to the school are suitably rigorous.
- The school has excellent partnerships with external agencies and is tenacious in ensuring that all pupils are provided with the support they need to be safe. The school website meets requirements, and newsletters ensure that parents are provided with the information they need to help keep their child safe when using the computer to access the internet.

Quality of teaching, learning and assessment is outstanding

- The quality of teaching is outstanding in every class. Teachers have excellent subject knowledge and understand well the capabilities of their pupils. They plan and deliver lessons that build upon pupils' previous learning to quickly develop their skills, knowledge and understanding.
- Interesting activities are planned which engage and motivate pupils. For example, a group of key stage 2 pupils were interviewing a character in order to develop their plot for a mystery story. Pupils posed thoughtful questions and were quick to identify discrepancies in the character's answers.
- Teachers have high expectations of all pupils. Classroom rules are understood and followed by all pupils. They respond immediately to adults' requests to stop work and listen. Teachers ensure that pupils produce a high standard of work and ensure that pupils check their work for mistakes and make any corrections that are necessary.
- Pupils' progress and learning are checked regularly. Teachers use probing questions very effectively to deepen pupils' understanding. They are quick to move pupils on in their learning or to support those who need help. Pupils say that teachers help them with their work and tell them 'the worst thing about being stuck is staying stuck.'
- The standard of writing has improved since the last inspection. Pupils have the opportunity to use their writing skills across different subjects such as humanities, science and religious education. The inspector saw some excellent examples of pupils' writing in these subjects because teachers have the same high expectations in these subjects as they do in English.
- Mathematics is exceptionally well taught. Pupils get the opportunity to develop their mathematical reasoning by attempting interesting and challenging problem-solving activities. They use mathematical language correctly and challenge one another. The inspector observed pupils in Year 5 and 6 solving number factor problems. Pupils talked to one another about possible methods and tried out a variety of equations. The most able pupils were challenged to solve complex inverse equations.
- The teaching of phonics is outstanding. Adults have good subject knowledge and provide pupils with interesting activities. For example, in the Reception class, children enjoyed using 'robot' actions to sound out words. Adults model the correct pronunciation of the letter sounds and quickly correct pupils' mistakes.
- Teachers and teaching assistants work extremely well together. Teachers ensure that teaching assistants are fully briefed about the lesson so they can provide the high level of support pupils with additional needs require in order to make rapid progress. Teaching assistants have a detailed understanding of the needs of the pupils they work with and provide them with a good balance of support and opportunity to work independently.

- Homework is set weekly and pupils understand the expectation to hand in their work. Homework is relevant as it introduces new learning or deepens understanding. Pupils told the inspector some homework was tailored especially for their ability, for example spellings. They said they found their homework helpful.

Personal development, behaviour and welfare is outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- The school is fully inclusive and provides a caring and nurturing environment where all pupils are respected and valued. As a result, pupils develop high levels of self-confidence and are proud of their school and their achievements.
- Pupils say they feel completely safe in school because the site is secure and teachers take care of them. They are very knowledgeable about keeping themselves safe when using modern technology and Year 6 pupils proudly talked about the assembly they had delivered on internet safety. Pupils are also taught how to keep themselves safe in a variety of situations, for example on the road and near water. Parents unanimously agree that pupils are helped to keep very safe in school.
- Pupils understand the difference between bullying and falling out. They say there is no bullying in school because 'we are a small school and we know each other. We look after each other.' The school's records on bullying indicate that bullying is extremely rare in the school and there have been no incidents of racism.
- Pupils say that teachers are 'nice and friendly. They look after us and listen to us if we have a problem.'
- The school's values provide for pupils' emotional health and well-being. Pupils have many opportunities to think about their actions and those of others. They listen with respect and sensitivity to the views of their classmates. The prayer area provides the opportunity for personal reflection. Parents have the opportunity to contact the school nurses through the confidential ChatHealth service to discuss all aspects of their child's health.
- There is a strong emphasis on pupils' physical health. The pupil School Nutrition Action Group (SNAG) has looked at school meals and snacks and made recommendations that have led to healthier meals being served. Members of SNAG are proud that they have introduced healthy breaktime food and 'no-meat Mondays'. These pupils support younger pupils at lunchtime by helping them to select their dinner and by serving their salad. The school has been awarded the Food for Life bronze award.

Behaviour

- The behaviour of pupils is outstanding.
- Pupils very quickly learn the appropriate behaviour and attitudes in order to be successful learners. All teachers set high expectations in terms of behaviour, and pupils live up to them. There were no incidents of disruption seen during the inspection and this concurs with the school's records. Pupils say that their learning is not disrupted. They describe teachers as being 'nice, friendly and fun, but strict if they need to be'.
- The school's work is highly effective in supporting the very few pupils who have additional needs that have impact on their behaviour. These pupils are very well supported by adults who help them to manage their behaviour in class. At break and lunchtimes, the pupils have access to a quiet place should they feel anxious. The school works tirelessly to ensure that pupils and their families receive the support they need from the appropriate agencies. As a result, the behaviour of these pupils is improving, enabling them to make good or better progress in a range of subjects.
- Historically, attendance has been just below average. The school implemented clear expectations in relation to pupils' attendance and as a result it is rapidly improving. Pupils enjoy coming to school and learning. Several parents commented that their children are 'always happy to come to school because they enjoy it'.
- Pupils' behaviour around the school is impeccable. They show care and consideration for one another. Pupils play energetically, but are aware of the need to be careful not to cause any hurt to younger pupils. Year 6 pupils told the inspector they 'look out for younger children and take care of them. It's fun having younger children in our games.'

Outcomes for pupils

are outstanding

- Standards have risen sharply since the last inspection. High aspirations set by school leaders, along with outstanding teaching, mean that pupils achieve exceptionally well across all areas of learning and at each key stage in the school.
- In 2015, the proportion of Year 6 pupils reaching the expected standards was above average in reading, writing, mathematics and spelling, punctuation and grammar. The proportion achieving the higher levels of attainment in reading, mathematics and spelling, punctuation and grammar was also above average. In writing it was just below average.
- Pupils in all years make excellent progress from their differing starting points. When compared to all pupils nationally, the proportion of Year 6 pupils making better than expected progress was above the national average in both reading and mathematics.
- Work in pupils' books, the progress seen in lessons and the school's reliable assessment information indicates that pupils currently in the school are making excellent progress in reading, writing and mathematics. The school has successfully addressed the inconsistencies identified at the last inspection.
- The work in the pupils' free writing books indicates that most pupils make rapid progress. All groups of pupils are producing extended writing across a range of subjects that shows the development of their vocabulary, spelling, punctuation, grammar and handwriting skills. The most able pupils are showing high-level writing skills as they use wider vocabulary and techniques such as personification.
- Pupils are confident and fluent readers due to the very high quality of phonics teaching. In 2015, the proportion of pupils who achieved the expected standard in the Year 1 phonics skills check was above the national average. School progress information shows that current pupils are working at a similarly high level. Children in the Reception Year use early reading books confidently, showing they can use their phonics skills to work out words if required. Older pupils enjoy reading and read some books that challenge them. Historically, the most able pupils have achieved well, but this has not always represented good progress from their starting point. Current pupils are making excellent progress, as teachers provide them with work that deepens their knowledge and understanding.
- The small number of disadvantaged pupils continue to make rapid progress. Work in pupils' books and progress information indicates that they are currently making progress that is at least as good as, and often better than, other pupils in the school. In 2015, disadvantaged pupils made better progress than pupils nationally in reading, writing and mathematics.
- As a result of well-targeted support, pupils who have special educational needs or disability make at least as much progress as their classmates.
- The school has an above-average proportion of pupils joining the school at different times in the year. These pupils have often had disruptions to their education or have additional needs. The school is very quick to assess the needs of each child, develop a relationship with parents and elicit outside support in order for the pupils to settle in. Once the pupils are settled, they are able to make accelerated progress.
- Pupils are making excellent progress in subjects, especially science, humanities, religious education, art and PE. As a result, Year 6 pupils are exceptionally well prepared for their secondary school education.

Early years provision

is outstanding

- Excellent leadership from the early years leader has ensured that children's progress has improved since the last inspection. She continues to develop the area to make sure each child thrives. As a result, the children are exceptionally well prepared to start key stage 1.
- Most children join the Reception Year from the on-site nursery school. The school works very closely with the nursery to ensure the transition into Reception is extremely smooth. Staff know the children well because they visit the pre-school prior to children starting in Reception. Parents are invited to meet staff, attend information sessions and work with their children on induction days. Pre-school children have the opportunity to visit the school throughout the year. For example, they are able to watch the annual early years nativity play and join arts week. The school also works very closely with outside agencies to ensure that all children get any necessary support and can make a good start.
- Children typically enter Reception with skills that are below those typical for their age, especially in personal and social development, reading and writing. Adults rigorously track the children's progress and carefully plan activities that meet the needs of the children. Children who may require additional support are very quickly identified. As a result, children make excellent progress from their starting point.

- In 2015, the proportion of children reaching a good level of development was above the national average. Current children are making excellent progress and results are expected to exceed those in previous years.
- Teaching is outstanding because adults provide stimulating and interesting activities for the children. During the inspection, they were very excited about their minibeast topic and thoroughly enjoyed hunting for and identifying minibeasts.
- Adults have high expectations of the children so they quickly learn how to behave and work together. The children's attitudes to learning are exceptional. They are excited about their learning and eager to get started but they also listen and concentrate on what adults are telling them. They are quick to follow instructions.
- The teaching of reading, writing and mathematics is outstanding. Most children are able to read by the time they leave Reception. Children have separate books for handwriting practice and, like other pupils in the school, use free writing books to write stories. Children solve problems in mathematics and there are always extra challenges for the most able children.
- Children behave extremely well, showing great care and concern for one another. They share well and help one another with their work. During a session of 'pass the parcel' played with phonics words, children who had already chosen a word said so and passed them on to the next child who had not had a turn.
- Parents are invited to weekly morning sessions where they share and contribute to their child's learning journey. Parents are very complimentary about the provision. Typical comments include 'my child has thrived in all aspects from reading to gardening' and 'any concerns I may have are taken seriously and I always receive good feedback'.
- Children learn in a safe environment. They are shown how to take risks safely and they enjoy the wide range of activities on offer in the outside area.
- The classroom is a bright and stimulating learning environment and children take full advantage of all the activities on offer. They enjoy working outside, but this area is not as stimulating as the classroom and provides less opportunity for children to develop their language and number skills.

School details

Unique reference number	124776
Local authority	Suffolk
Inspection number	10011850

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

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	76
Appropriate authority	The governing body
Chair	James Hargrave
Executive Headteacher	Melanie Barrow
Telephone number	01986 798344
Website	www.laxfieldprimaryschool.co.uk
Email address	office@laxfieldprimaryschool.co.uk
Date of previous inspection	15–16 May 2014

Information about this school

- This school is much smaller than the average-sized primary school.
- The school is federated with Stradbroke Church of England Voluntary Controlled Primary School. The executive headteacher is responsible for both schools.
- Most pupils are White British and speak English as their first language.
- The proportion of pupils who are disadvantaged is below the national average. These pupils are supported with pupil premium funding, which is additional government funding for pupils known to be eligible for free school meals and those who are looked after by the local authority.
- The proportion of pupils who have special educational needs or disability is below average.
- The early years consists of children in the Reception Year who attend full time.
- Pupils are taught in three mixed-age classes.
- A higher than average proportion of pupils join the school during the year.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school meets requirements on the publication of specified information on its website.
- The executive headteacher is a local leader of education.
- The chair of governors is a national leader of governance who supports other schools across the county.

Information about this inspection

- The inspector observed learning in each class. She visited four classrooms, accompanied by the executive headteacher, to observe learning and to talk to pupils about their work.
- The inspector, accompanied by the executive headteacher, looked closely at pupils' work in each class across a range of subjects.
- The inspector listened to a small group of pupils read and visited a school assembly.
- The inspector met formally with a group of pupils from each year group to discuss their experience of life in the school. She also spoke to pupils informally at break and lunchtime and looked at the school's own pupil survey.
- The inspector checked the school documentation on safeguarding, behaviour, attendance and the quality of teaching. She also looked at the school's analysis of its own work, its improvement plan, information about pupils' progress and performance management.
- Discussions were held with the executive headteacher, early years leader, subject leaders and four governors. She had a telephone conversation with a representative from the local authority.
- The inspector considered the 16 responses to Ofsted's online questionnaire, Parent View, and the 34 responses to the school's own parent questionnaire. The inspector also spoke to a number of parents informally at the end of the school day.
- The views expressed in the questionnaire returned by 10 members of the school staff were also considered.

Inspection team

Caroline Pardy, lead inspector

Ofsted Inspector

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