

# All Saints Church of England Voluntary Controlled Primary School, Lawshall

Inspection report

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<b>Unique Reference Number</b>	124706
<b>Local Authority</b>	Suffolk
<b>Inspection number</b>	359752
<b>Inspection dates</b>	2–3 December 2010
<b>Reporting inspector</b>	Judith Dawson

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–9
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	94
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Amanda Sumner
<b>Headteacher</b>	Clare Kitto
<b>Date of previous school inspection</b>	26 November 2007
<b>School address</b>	The Street Lawshall, Bury St Edmunds IP29 4QA
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## Introduction

This inspection was carried out by two additional inspectors. They observed nine lessons taught by six teachers and held meetings with pupils, governors and staff. They observed the school's work, and looked at a range of policies and procedures, including those for safeguarding pupils, records of pupils' progress and plans for improvement. They analysed 62 parental questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The factors that have contributed to the school's success in achieving rapid progress for the pupils.
- The impact of the recent changes in the organisation of the Early Years Foundation Stage.

## Information about the school

This is a smaller than average rural primary school, serving Lawshall and surrounding villages. The percentage of pupils known to be entitled to free school meals has risen since the last inspection and is now in line with the national average. Over the last three years, the percentage of pupils with special educational needs and/or disabilities has been above average. The Early Years Foundation Stage has been reorganised this term. The school Nursery has closed and all children join the school at the beginning of their Reception year on a part-time basis, becoming full time on their fifth birthday. There is a private pre-school which uses the school in the afternoons and will be inspected independently. The school provides a breakfast club which is managed by the governing body and is, therefore, inspected with the school. The school has Healthy School's status, has gained the Activemark and the National School Travel Plan Accreditation and is a flagship school for the Food for life Partnership, holding the bronze award. It is a 'Forest School' and has a strong focus on outdoor learning.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

This extremely effective school provides pupils with an outstanding education and exemplary pastoral care. All the teachers of pupils from Year 1 to Year 4 joined the school as newly qualified teachers and, under the excellent leadership of the headteacher, have become highly effective. They are all committed to helping pupils to be independent learners. As a result, pupils learn through enquiry and investigation and thoroughly enjoy their learning. Each pupil is challenged because teachers have high expectations of his or her capacity to learn. Pupils evaluate their performance against a very clear understanding of what is expected of them. The school is continuously evolving. For example, pupils' skill at solving problems was identified as an area for improvement at the time of the last inspection. This has been fully addressed and each pupil's desire to learn, their high levels of responsibility towards improving their work, and the rich and exciting curriculum ensure that they make outstanding progress. Leaders robustly and accurately evaluate the school's performance. Swift responses to address any weaknesses or needs, as well as the high quality staff and governance ensure that the school has an outstanding capacity for further improvements. Nobody rests on his or her laurels in All Saints school.

Pupils feel very safe in school. This is because the systems for ensuring their safety and welfare permeate every aspect of the life of the school. They are central to the school's success in providing an extremely safe and secure environment for all pupils including those from the most vulnerable circumstances. Pupils have an extremely responsible attitude towards ensuring their own and others' health and welfare. Their behaviour is exemplary and they are committed to maintaining healthy lifestyles, enjoying the range of sporting opportunities available. The school council conducted a survey of pupils' views about the food and lunchtime arrangements that have generated changes. With the help of parents and the community, pupils grow vegetables for the school meals. Visitors from a school in Papua New Guinea with which the pupils correspond also enjoyed the fruits of their labours.

The changes in the Early Years Foundation Stage provision, generated in part by the planned changes in the local authority's entry procedures, have been effective. The headteacher shares the morning sessions with the teacher who used to run the Nursery, and children are making good progress in acquiring the skills they need. The school has recognised the need to provide some additional training to ensure that assessment procedures, the levels of challenge for child-initiated activities and children's responsibility for their learning, are of the same high quality as that of the rest of the school.

## What does the school need to do to improve further?

- Build on the good provision in the Early Years Foundation Stage by:

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- ensuring that adults' day-to-day assessments clearly identify new learning and children's next steps
- providing activities, based on these assessments, that challenge all children, especially the oldest, when they are engaged in independent learning
- giving children access to their records of achievement (learning journeys) so that they can see how they have improved, and the skills they need to develop, and can contribute items of which they are proud.

**Outcomes for individuals and groups of pupils****1**

Pupils' knowledge and skills when joining Year 1 vary from year to year. They were significantly below age-related expectations for the pupils who are now in Year 3, while in other years, they have been above. At the end of Key Stage 1, standards are consistently well above average and occasionally high. This demonstrates pupils' outstanding progress from their starting points. Similarly, by the time pupils leave the school at the end of Year 4, all have made at least the expected progress. The vast majority meet the school's extremely challenging targets, well exceeding the rate of progress expected in the two years from Key Stage 1. Pupils with special educational needs and/or disabilities and vulnerable pupils make the same excellent progress. This is as a result of the adults' sensitive and astute understanding of their needs and their expertise in generating pupils' self-belief in their ability to learn. In lessons, pupils apply their skills with enthusiasm. In a mathematics lesson, for example, pupils in Year 3 selected their criteria for sorting a set of words using a Venn diagram. They were challenged to ensure there was something in each section. They then did the same with regular two-dimensional shapes. Each pupil met the criteria at his or her own level and the teacher challenged the most able to explore different options. In every lesson observed in Key Stage 1 and 2, pupils responded to a range of challenges demonstrating high levels of logical thinking. These skills, and their good attendance, make an outstanding contribution to their future economic well-being.

From the time they start school, pupils spend time in the first half of each term in the ancient woodland next to the school. Here, they learn to listen to each other, share thoughts and are highly motivated to succeed as they create their 'village in the woods'. These skills permeate throughout the school. Pupils develop a strong understanding of environmental issues and global kinship as they compare their environment with their friends in Papua New Guinea. They understand the issues relating to the deforestation of the rain forest. Each pupil plants an acorn when they are in the Reception class and nurtures it during their time in school, planting the saplings in the community woodland when they are in Year 4, generating a 'tree for life'. They support a range of charities and organise fund-raising activities. Pupils' spiritual, moral, social and cultural development is outstanding.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Pupils' progress is tracked very thoroughly through half-termly formal assessments and day-to-day assessments in lessons. Pupils are fully involved in the latter and, with the teachers, set their targets for improvement. Teachers are rigorous in ensuring that pupils acquire the basic skills they need while providing every opportunity for them to apply these skills in meaningful ways. Teaching is so effective in Key Stages 1 and 2 in ensuring pupils' rapid learning because teachers and teaching assistants provide exactly what each pupil needs in the way of support and challenge. This is not limited to academic progress. Each pupil's pastoral needs and personal development are considered and responded to. Adults and pupils have excellent relationships. As well as mutual respect and a real sense that each pupil has a lot to contribute, lessons are fun. The curriculum is firmly rooted in developing skills and the nature of the lessons ensure that pupils have the responsibility for deciding for themselves how this will be done, selecting the equipment that will be most useful to them to complete their task. The creative English curriculum deepens pupils' appreciation of literature while ensuring that they consistently use accurate secretarial skills. For example, while pupils applied the criteria for writing a mini myth, they all knew that they had to be accurate with their punctuation. The wide range of sport, visits and visitors to support the arts and French, the Forest School and Food for Life visitors, enrich pupils' learning. The excellent support of parents and villagers who regularly work with pupils in the garden or the cooking club, for example, ensure that pupils and the school are very much at the heart of the community. The school provides a

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breakfast club that promotes a strong sense of security and safety for all pupils, especially those from the most vulnerable circumstances. There are rigorous systems for ensuring that pupils with medical needs are kept safe and that adults know how to respond in an emergency. One of the most impressive aspects of the school's guidance and support is the way it helps pupils to develop into curious, independent and caring citizens.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>1</b>
Taking into account: The use of assessment to support learning	1
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher, teachers, all of whom have additional responsibilities, and governors are highly ambitious for the pupils. All decisions for improvement are firmly rooted in what is best for the pupils in their care. Adults undertake regular training to enhance their skills but also share their expertise with other schools. The school is recognised by the local authority and beyond as an example of effective practice in several areas, including the use of accurate assessment to promote learning. Governors are knowledgeable and the governing body is highly effective, supporting the school and holding it to account as well as sharing responsibility for school improvement. Governors worked through the legal and logistical processes for closing the Nursery, for example, and to ensure children have continuity in the Early Years Foundation Stage, invited the pre-school chairperson onto the governing body. The governing body has excellent communication with external agencies, ensuring that any support or action is prompt and effective. This a highly inclusive school where pupils and staff have every opportunity to excel. The procedures for safeguarding pupils are extremely effective and demonstrate the school's capacity to provide a secure and stimulating environment for all pupils, including those with disabilities. Staff work closely with parents and carers and the headteacher undertakes home visits before children join the school and, on occasions, to provide additional support for parents and carers. Leaders and governors are very aware that the school is a mono-cultural society. They have been very successful in generating links across the world and pupils communicate with others in New Zealand as well as in Waga village, Papua New Guinea. Local community links are also highly effective. In order to deepen pupils' understanding of contrasting societies within Great Britain, the school has recently developed links with a school in Southwark, which is involved in the Food for Life project. This new initiative is a very relevant link and an example of the purposeful and very effective leadership. Procedures for promoting community cohesion, already good, continue to improve.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## **Early Years Foundation Stage**

Children's knowledge and skills on entry are at, and sometimes below, age-related expectations and generally lower than at the time of the last inspection. They make good progress in the Early Years Foundation Stage. Those children who were in the Nursery last year are developing good communication, language and literacy and problem-solving, reasoning and numeracy skills because the teachers provide effective, adult-led sessions. The youngest children are also taught well as the adults plan effectively to meet their needs when they are working with them. Personal and social skills are promoted very well so that children respect each other's space and behave well, sharing equipment and valuing each other's efforts. The classroom is attractive and the outdoor environment is well-planned to accommodate all areas of learning. However, when children are working independently, the activities are not always sufficiently challenging to ensure that they are consolidating their learning or increasing their skills, especially for the older children. Older children who join Year 1 in the afternoons are catered for very well as they work on challenges with the older pupils. Adults in the Reception class make regular assessments during the day, but these are not always sufficiently evaluative to identify what children have learnt and their next steps. There are records of achievement, the Learning Journeys to which parents contribute, that contain photographs and samples of work as well as assessments. However, children have no access to these and cannot see their progress over time or add to them themselves. There are high levels of pastoral care for all children and children feel safe and enjoy school.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

There was an extremely high percentage of questionnaires returned to the inspectors. All were totally positive about all aspects of the school. Comments such as 'A wonderful school with happy children' and 'My child has flourished in all areas, gaining in confidence and self-esteem' are typical of the high regard in which the school is held.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at All Saints Church of England Voluntary Controlled Primary School, Lawshall to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 62 completed questionnaires by the end of the on-site inspection. In total, there are 94 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	53	85	9	15	0	0	0	0
The school keeps my child safe	61	98	1	2	0	0	0	0
My school informs me about my child's progress	49	79	13	21	0	0	0	0
My child is making enough progress at this school	51	82	10	16	0	0	0	0
The teaching is good at this school	58	94	3	5	0	0	0	0
The school helps me to support my child's learning	54	87	8	13	0	0	0	0
The school helps my child to have a healthy lifestyle	60	97	2	3	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	52	84	8	13	0	0	0	0
The school meets my child's particular needs	56	90	6	10	0	0	0	0
The school deals effectively with unacceptable behaviour	42	68	19	31	0	0	0	0
The school takes account of my suggestions and concerns	50	81	10	16	0	0	0	0
The school is led and managed effectively	59	95	3	5	0	0	0	0
Overall, I am happy with my child's experience at this school	58	94	4	6	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



6 December 2010

Dear Pupils

**Inspection of All Saints Church of England Voluntary Controlled Primary School, Lawshall, Bury St Edmunds, IP29 4QA**

I am writing to tell you how much we enjoyed our visit to your lovely school. We were so impressed by the way you learn and your skills at solving problems. Your behaviour and care for each other are excellent. You make rapid progress from Year 1 to Year 4 and you leave school extremely well prepared, and have the skills you need, for the future. You show great care for our world and know how to keep yourselves fit and healthy. Thank you all very much for your friendliness and help during our visit.

You are part of an excellent school that is led and managed extremely well. Your teachers make sure that you learn how to think for yourselves. You have interesting and challenging things to learn about. We were very pleased to see that, from Year 1 to Year 4, you are so good at deciding for yourselves how well you have learnt. All adults in school take very good care of you all. It is very clear that each one of you has exactly the challenge and support that you need.

Those of you in the Reception Class have a good start to your time in school. You learn about lots of interesting things. Thank you for telling me that polar bears live in the north and penguins are from the South Pole. Your teachers are good at teaching you new things. We have asked them to make sure that, when you are doing activities without an adult, these help you learn new things. We would like you to help keep your Learning Journeys so that you can see how well you are doing and put things in them that you are proud of. We have asked the adults to make sure that they, and you, know how well you have learnt and your next challenge.

Your teachers, parents, people in the village, the governors in charge of the school and, of course, each one of you, make your school happy, caring and very effective. Well done to you all and the very best for the future.

Yours sincerely

Judith Dawson  
Lead inspector

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