

# Lockleaze Primary

## Inspection report

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<b>Unique Reference Number</b>	134914
<b>Local Authority</b>	Bristol City of
<b>Inspection number</b>	360655
<b>Inspection dates</b>	15–16 March 2011
<b>Reporting inspector</b>	John Carnaghan

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>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	203
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Robert Smith
<b>Headteacher</b>	Gareth Simons
<b>Date of previous school inspection</b>	24 June 2008
<b>School address</b>	Brangwyn Grove Lockleaze Bristol BS7 9BY
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## Introduction

This inspection was carried out by three additional inspectors. They observed 13 lessons taught by eight teachers. Meetings were held with pupils, parents and carers, members of the governing body and staff. Inspectors observed the school's work and looked at its policies, records, assessments and other documentation as well as responses to questionnaires from staff, pupils and 50 parents and carers. They also evaluated policies and procedures relating to safeguarding.

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

- Is there teaching of sufficient quality to ensure pupils' progress is improving quickly and securely?
- Have the many leadership initiatives led to better outcomes for pupils and is there a pattern of improvement across the school?
- To what extent is the school's work to engage with parents and carers having a positive impact on attendance?

## Information about the school

Lockleaze Primary School and Early Years Centre is smaller than the average primary school. The proportion of pupils known to be eligible for free school meals is well above average. The proportion of pupils who speak English as an additional language is below average. The school has an above-average proportion of pupils with special educational needs and/or disabilities, the largest group of these pupils has speech, language and communication needs. A higher-than-average number join or leave the school other than at the usual times. The school was established in 2006 so the first groups of pupils to spend the whole of their primary education to date at Lockleaze are now in Years 3 and 4. The early years centre was inspected and is reported on separately. ♦

**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?**

**3**

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

**2**

## Main findings

Lockleaze Primary School and Early Years Centre is a satisfactory school. It has numerous good and some outstanding features. The highly capable headteacher leads his staff in their commitment and drive to raise attainment and promote pupils' well-being. Outstanding work with the local community promotes excellent community cohesion and is engaging more parents and carers in their children's education. The school's work to care for pupils and to sustain the learning and development of those in challenging circumstances is outstanding.

The school faces exceptionally challenging circumstances owing to the high levels of mobility of pupils throughout the year. Over the years, this has had a significant impact on attainment. Recent initiatives have not yet had time to have a significant impact in raising the pupils' attainment further. Nevertheless, attainment is rising, particularly in mathematics, but overall is still below average. ♦Progress and learning are improving securely as is the pupils' enjoyment of learning. Their progress accelerates as they move through the school so that their achievement overall is satisfactory. Pupils who join the school at unexpected times are well supported, so that they make satisfactory progress. However, many do not reach average levels of attainment due to their low starting points and interruptions in learning. The good quality of teaching and the curriculum, coupled with pupils' good behaviour promote good progress. Rigorous use of assessment information ensures that pupils are fully engaged in their own learning and helps the school to accurately identify where support for pupils should be most effectively targeted.

Most lessons are good or better and the numerous strengths of teaching are having a positive effect on pupils' progress and attainment. A strong focus on meeting the lesson's objectives and the full involvement of pupils in their learning are driving the good progress. Teachers promote writing strongly in all subjects. Pupils rely on teachers to motivate them and to drive learning forward. A minority of lessons are less effective; these lessons lack the required pace and ambition and do not always meet the intended learning outcomes, so progress is not rapid enough. Persistent absence of some pupils affects patterns of attendance but this is being addressed with creativity and vigour. Recently, attendance has improved sharply and the proportion of pupils who are persistently absent has more than halved in the past year. Improvements in the Early Years Foundation Stage are providing pupils with more of the skills they need to succeed in the main school.

The headteacher brings commitment and clarity to the school's leadership and management. The leadership team shares his vision and communicates ambition and high expectations to all staff. Concerted actions to overcome weaknesses, particularly in attainment, are beginning to have an effect. For example, attainment in mathematics has risen and is now close to the national average. Rigorous self-evaluation provides senior

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leaders and the governing body with an accurate understanding of the school. This is used to produce relevant and effective plans for the future and the school's capacity for sustained improvement is good.

Up to 40% of schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- By September 2011 raise attainment and accelerate pupils' progress, particularly in writing, by ensuring that all lessons are good or better by:
  - promoting greater consistency in teaching so all lessons are delivered with pace and ambition
  - raising teachers' expectations so all pupils aspire to succeed.
- Build on and develop innovative methods in the school's ongoing drive to reduce absences, ensuring a rising pattern of attendance for all groups of pupils.

## Outcomes for individuals and groups of pupils

**3**

Pupils' attainment is low but is improving and attainment in mathematics is broadly average. The legacy of weak early skills, especially in writing, remains evident in attainment levels but is being tackled vigorously. A high turnover of pupils is a barrier to progress because they take some time to settle into the school and those pupils who have been in the school for the whole of their primary education consistently demonstrate higher attainment, and as a result make good progress. From low starting points when they enter the pupils' are making increasingly fast progress and achieving satisfactorily.

Improved teaching has boosted progress. In most lessons, pupils learn well because teaching is highly focused on delivering good outcomes for all. The powerful emphasis on learning is reflected in teachers' thorough marking and effective questioning. An outstanding lesson on play scripts was very carefully planned to build on previous learning and characterised by highly constructive relationships. The teacher used her excellent subject knowledge to question pupils perceptively and set appropriately challenging tasks, so that all worked 'at full stretch' and the learning for each group was excellent. The strong emphasis on developing writing skills in lessons and curriculum planning is raising attainment and giving pupils the capabilities for improving achievement in literacy across all subjects.

Rigorous school assessments, fully moderated for accuracy, show that pupils' progress has taken a sharp upturn and is improving securely and quickly. Very good support for individuals and small groups ensures a consistency of learning for all, including for pupils with special educational needs and/or disabilities. Pupils enjoy school, one commenting, 'If I'm stuck my teacher always helps me.' Good teaching ensures the achievement of all groups of pupils is satisfactory.

The well-planned curriculum ensures pupils are well informed about how to stay safe in all circumstances and how to develop as healthy adults. Pupils are enthusiastic about many aspects of healthy living, particularly the numerous opportunities for exercise and sport that the school offers. Consistently high levels of courtesy and behaviour make the school a harmonious environment where disruption to learning is rare. Attendance has improved

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due to the wide range of initiatives to engage parents and carers and is now broadly average, but there are still a few persistent absentees.

The school council is much respected and is proactive in promoting improvements. The governing body consults the school council to deepen its understanding of the school. Other forums, such as assemblies, are creatively employed to listen to pupils' views. Pupils respect others' values and beliefs and have a strong sense of right and wrong. Strengths in behaviour and relationships are a powerful testament to pupils' good moral and social development. Developing links with other parts of the city and country promote excellent cultural understanding.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</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?

The curriculum is adapted well to meet pupils' needs and provides pupils with interesting experiences. Writing is a recurring focus and interesting topics, such as the study of the first nationally known Black footballer, provide engaging opportunities for pupils to develop their writing skills. The creativity of the curriculum inspires pupils to learn, supporting good progress and personal development for all groups. For example, gifted and talented pupils have opportunities to develop their skills through a photography course. Numerous visits and interesting visitors, for example artists and sports coaches,

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enrich pupils' experience giving them opportunities to engage with the wider world. The large range of clubs and societies, both sporting and otherwise, is very popular. ♦

Rigorous monitoring promotes high quality teaching. Good assessment enables teachers to keep a close eye on pupils' progress and any emerging concerns trigger interventions to prevent any from falling behind. Teaching assistants play a crucial role in ensuring equality of opportunity. They are well qualified and effectively deployed and make a real difference to many pupils' experiences. A recent school focus on marking has been effective. This is evident in the clear targets for each pupil, the regular marking and useful advice provided, the opportunities for pupils to assess their own progress and the neat presentation of books.

Lessons are thoroughly planned, briskly paced and characterised by positive working relationships. As pupil one said, 'Teachers make lessons fun, but they still get the point across.' Good behaviour makes a significant contribution to learning. Lessons are enjoyable because teachers know what activities engage pupils' interest, keep each element of the lesson short and encourage everyone's full participation. Pupils made good progress in a lesson that introduced them to adverbs, because the teacher asked challenging questions, used humour well and ensured everyone joined in fully. Occasionally, lessons do not reach these high standards; then, teachers' expectations are limited, the pace is too slow and pupils' energy levels diminish.

Almost all of the parents and carers who responded to the inspection questionnaire were happy with the care given to pupils. The school's enormously supportive work with parents and carers has a positive impact on pupils' well-being, progress and attendance. An example of the school's commitment is in the provision of a daily minibus service to collect those pupils who find it hard to attend. The school does outstanding work to support specific families and for pupils whose circumstances may make them vulnerable and involves outside agencies and expertise as required. Arrangements for the transition of children into and out of the school are comprehensive and minimise potential disruption.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

Under the positive and committed leadership of the headteacher, staff work as a cohesive team sharing ambition to ensure all pupils make a good start to their education. Rigorous self-evaluation enables the school to pinpoint where it should prioritise its efforts and to produce sharply focused plans for the future. Monitoring of lessons and other areas is rigorous and promotes better teaching and learning. Key areas for improvement, including

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writing, are systematically tackled. Detailed assessment information identifies underachieving groups of pupils and initiates interventions to provide extra support. As a consequence, gaps between the performance of different groups are closing, for example by improving the writing of White British boys. The school's promotion of equality of opportunity and reducing discrimination is good.

Members of the governing body have recently developed new systems to evaluate the school, including receiving reports from independent consultants. Members of the governing body monitor many aspects of the school's work and show a clear understanding of performance data. Innovations, for example the 'governor's writing award' for each class, raise aspirations and attainment. The governing body asks challenging questions but the full impact of its increased rigour is not yet fully evident in pupils' achievement. The governing body monitors the school's safeguarding work regularly, leading to appropriate modifications to procedures. The school demonstrates good practice across all areas of safeguarding. Management responsibilities are well defined and staff are thoroughly trained in each aspect. The school site is secure. The curriculum addresses safeguarding issues thoroughly, so pupils know how to stay safe.

The school engages well with parents and carers, promoting improving attendance. It offers courses and advice to help them to engage more fully with their children's learning and development. The school is always open to parents and carers and provides very good information. For example, in the Early Years Foundation Stage, parents and carers can view a Powerpoint presentation of the previous day's activities when they drop off their children. Effective partnerships contribute strongly to the school's provision. Growing links with a local university raise pupils' aspirations and provide additional expertise. A partnership with a nearby comprehensive school promotes teachers' skills. The curriculum benefits from associations with local manufacturers and arts providers, such as a theatre.

The school has closely analysed its local and wider context. It has been remarkably proactive in leading numerous initiatives to develop the local community, for example the popular family film night and the 'soft play centre and caf ', soon to be opened off site.

The school is a beacon of information and opportunities for the local community. It takes a lead role in producing the high-quality 'Shine' magazine, with its strong focus on child rearing and family issues. The school's work, particularly as an international rights-respecting school, has had a significant impact on pupils' moral, social and cultural development.



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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>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children enjoy learning in the Early Years Foundation Stage, helped by good relationships and the opportunities to befriend, talk to and care for one another. Their personal development is good and they make notable gains in self-confidence. ♦ Overall, children start school mostly with a range of skills and capabilities that are well below those expected for their age. By the end of Reception, they attain levels that are below those expected for their age and make good progress. ♦

Children's days start with parents' and carers' close involvement in handing over their children, sometimes interacting with staff and working with their child. Flexible planning allows all staff to contribute to activities and respond to assessments, so the curriculum is closely adapted to each child's needs. Teaching provides the correct balance of adult-led and child-initiated learning and indoor and outdoor activities. Good record keeping tracks children's progress thoroughly and informs future plans.

Leaders show a good understanding of children and their progress. The team of adults share vision and enthusiasm and adjoining classrooms encourage effective joint planning. The close involvement of a member of the governing body in the leadership and management of the setting brings clear advantages, giving the team greater strength and increasing the challenge and support for new initiatives.

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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

The percentage of parents and carers who returned questionnaires was slightly below average. Those who responded had very favourable views of the school and all agree that their children are well prepared for the future, enjoy school, are safe and are helped to grow up healthily. A few parents and carers expressed concerns over the way the school deals with behaviour and about the help they receive to support their child's learning. Inspection evidence showed that rare instances of unacceptable behaviour are well managed and the support given to parents is good.

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

Ofsted invited all the registered parents and carers of pupils registered at Lockleaze Primary School 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 50 completed questionnaires by the end of the on-site inspection. In total, there are 203 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	33	66	17	34	0	0	0	0
The school keeps my child safe	36	72	14	28	0	0	0	0
My school informs me about my child's progress	25	50	23	46	2	4	0	0
My child is making enough progress at this school	29	58	19	38	2	4	0	0
The teaching is good at this school	29	58	20	40	1	2	0	0
The school helps me to support my child's learning	26	52	19	38	5	10	0	0
The school helps my child to have a healthy lifestyle	26	52	20	40	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)	26	52	19	38	0	0	0	0
The school meets my child's particular needs	28	56	17	34	1	2	0	0
The school deals effectively with unacceptable behaviour	27	54	17	34	5	10	0	0
The school takes account of my suggestions and concerns	25	50	23	46	1	2	0	0
The school is led and managed effectively	30	60	18	36	1	2	0	0
Overall, I am happy with my child's experience at this school	36	72	13	26	1	2	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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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.**



17 March 2011

Dear Pupils

**Inspection of Lockleaze Primary School, Bristol, BS7 9BY**

Many thanks for the friendly welcome you gave to the inspectors when we recently visited your school. It was a pleasure to meet such courteous young people and we were pleased to see how much you enjoy school. We would like to congratulate you on your good behaviour.

Lockleaze is a satisfactory school. Many things it does are good but it is held back because your attainment is low. However, teaching is good and your progress is improving and is also good. This is raising attainment. The way the school cares for you is excellent and the very good work it does with your parents and carers and the local community is helping to develop the school. The mix of subjects you study, called the curriculum, is interesting and helps you learn well.

The headteacher and staff are fully committed to looking after you and work as a strong team to help you learn and develop. The school is well run and strongly supported by the governing body.

We have asked the school to focus on making these improvements. We have asked it to:

- ensure that all teaching is good or better, to raise your attainment, particularly in writing by making sure all lessons have good pace and ambition and that the teachers have expectations to help you all to succeed
- build on the good work being done to promote higher attendance for all pupils.

You can help by trying your hardest to attend every day and keeping up your good behaviour. Once again, many thanks for your help.

Yours sincerely

John Carnaghan

Lead inspector

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