

Luckwell Primary School

Inspection report

Unique Reference Number	108944
Local Authority	Bristol, City Of
Inspection number	377853
Inspection dates	3–4 November 2011
Reporting inspector	James Henry

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	203
Appropriate authority	The governing body
Chair	Jon Gregory
Headteacher	Kevin Jones
Date of previous school inspection	28 January 2009
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Age group	4–11
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Introduction

This inspection was carried out by three additional inspectors. They visited 12 lessons and observed nine teachers. Meetings were held with senior staff, members of the governing body and a group of pupils. They observed the school's work, and looked at data showing pupils' progress, self-evaluation documents, school improvement plans and documents relating to the safety and welfare of pupils. In addition, 86 parents' and carers' questionnaires, as well as questionnaires from pupils and staff, were received and analysed.

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

- The extent to which pupils make progress across the school, especially in Key Stage 2 in writing and mathematics, and in particular the more able.
- The effectiveness of teaching in meeting the needs of all groups of pupils, especially in writing.
- The progress of children in developing their language and writing skills in the Early Years Foundation Stage.
- The extent to which senior leaders and managers at all levels, including the governing body, effectively identify, challenge and address weaknesses in the school's performance.

Information about the school

The school is smaller than the averaged-sized primary school. The proportion of pupils known to be eligible for free school meals is below the national average. Most pupils come from a White British heritage. The proportion of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs, is below average. Children in the Early Years Foundation Stage are taught in a separate Reception class. The school holds, among other awards, National Healthy School status and an International School award. The headteacher took up his post in September 2011.

There are breakfast and after-school clubs on site that are not managed by the governing body and were not included in this inspection.

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?

4

The school's capacity for sustained improvement

3

Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well in all circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to pupils' attainment at the end of Key Stage 2.

Children make good progress in the Early Years Foundation Stage, especially in their language and writing skills, and enter Year 1 with skills and abilities that are broadly average. Pupils make satisfactory progress overall across the school but this is variable, particularly in Key Stage 2. There are a few pockets of better progress, for example in reading. However, progress is not consistent in Years 3 to 6, especially in writing and mathematics, where there are instances of inadequate progress especially for the more able. Attainment by the end of Year 6 has fluctuated over the past three years from broadly in line to more often, significantly below the national average, reflecting low attainment within Key Stage 2. Pupils' current, broadly satisfactory progress is not rapid enough to help them make up ground they have lost or to secure better attainment over time.

Through effective self-evaluation, the new headteacher, supported by senior staff, has accurately recognised the need to raise standards and increase the rate at which pupils learn. Action to remedy these weaknesses has already taken place. This has included eliminating the small amount of inadequate teaching through effective monitoring of lessons by the headteacher and senior staff and the sharing of expertise amongst staff. As a result of these actions, teaching is now securely satisfactory, and some good lessons were observed during the inspection. Where teaching is good it is increasing the rate at which pupils learn. However, there are instances where teachers spend too long introducing lessons and, consequently, pupils, especially the more able, are not fully involved in their learning. Also, in some parts of lessons, pupils of different abilities are given the same tasks so they either struggle or are insufficiently challenged.

The governing body is supportive of the school and has been effective in appointing a headteacher whose good leadership has raised expectations and brought a strong drive for improvement in all aspects of the school's work. While the governing body provides challenge to the school, this has not always been sufficiently focused on pupils' achievements. However, there are now appropriate systems in place to track pupils' progress. These are being used more effectively to identify and address areas

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of underperformance. Plans to raise attainment are based on accurate self-evaluation, including evaluation of teaching and pupils' progress, and their implementation is resulting in the improvements to teaching and learning. Systems to identify and address underperformance are raising some individual pupils' rates of progress. Attendance is broadly average but has risen to above average this term as a result of actions taken. The school is demonstrating a satisfactory capacity to improve further.

The pastoral care and support given to pupils are strengths of the school. Consequently, pupils' personal development is good. Pupils feel safe and have confidence in staff to deal with any concerns they may have. Behaviour is good because pupils are keen to learn and enjoy school.

What does the school need to do to improve further?

- By July 2012, raise attainment in English and mathematics across Key Stage 2 so that by Year 6 pupils are well prepared for their next stage of education through:
 - increasing the rate at which pupils learn in writing and mathematics, especially for the more able
 - using challenging individual targets for pupils so that they have a clear understanding of how to improve further.
- Improve the quality of teaching by:
 - ensuring lessons provide challenge that meets the needs of all groups of pupils, especially the more able
 - fully involving pupils in their learning in lessons.
- Ensure that leaders and managers at all levels, including members of the governing body, rigorously challenge the school about its performance, especially pupils' achievement.

Outcomes for individuals and groups of pupils**4**

Though progress is starting to improve, pupils' low attainment in basic skills means their achievement is inadequate and they are not adequately prepared for the next stage in their education. Nevertheless, pupils enjoy school. One pupil commented, 'School is fun.' Pupils' enjoyment was seen in lessons, for example during a role-play exercise where pupils were pretending to be reporters and interviewed ancient Greek characters, such as Pandora, or when older pupils were studying different genres of writing and were enthusiastically discussing the features of a historical narrative. Children enter school with skills and knowledge below those expected. Data show they have not in the past made sufficient progress. Currently all groups of pupils, including those with special educational needs and/or disabilities, make progress that is satisfactory overall, but uneven. They respond well when they are given the opportunity to learn actively and when work is targeted to their abilities, but pace of learning drops, particularly for the most able, when this is not the case.

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Pupils have a good awareness of the importance of being healthy. For example, they choose healthy snacks and drink water rather than fizzy drinks. They also enthusiastically take up the sporting activities on offer after school, such as football, netball and aerobics. They take on responsibilities sensibly around the school. Older pupils support younger ones through their work as playground leaders. Pupils are willingly involved in recycling activities and help keep the school tidy through activities such as litter picking. They also make a good contribution to the local community. For example, working with other local schools, they helped design and make a mosaic to decorate a local park. They have also worked with a local charity group to build a large lantern figure that will be used in a festival parade.

These are the grades for pupils’ outcomes

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

How effective is the provision?

Pupils are beginning to benefit from the improvement in teaching. However, teaching is not yet challenging enough to make sure all pupils make the good progress necessary to securely raise attainment. Teachers make good use of resources, such as interactive whiteboards, to engage pupils in their learning. Work is generally well marked and includes praise and some comments on how pupils can improve. However, pupils do not have individual targets to aim for and which help them to be fully involved in their own learning. Relationships between adults and pupils are good. Pupils work well together and lessons are orderly and calm.

The curriculum meets most pupils’ needs and provides good opportunities for their personal development. Subjects are linked together to make learning more

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

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meaningful. Activities that allow pupils to practise their basic skills in writing, mathematics, and information and communication technology are planned, but the curriculum is not rigorously monitored to ensure that these opportunities are consistently taken. The curriculum is effective in ensuring pupils enjoy their education, especially the sporting and creative activities undertaken in partnership with the local professional football club and radio station. Visits and visitors also enrich the curriculum. For example, older pupils talked enthusiastically about a visit to a 'Junior Life Skill Centre' where they were taught how to keep themselves safe in different situations.

The school provides a very welcoming environment with a strong focus on pastoral care that parents and carers appreciate. As one parent or carer commented in a questionnaire, 'I think the school has been a welcoming and happy place for my child to start her education.' Pupils are well cared for and the school is thorough in identifying and supporting pupils who find school life difficult. Pupils with special educational needs and/or disabilities are well supported so they can take advantage of what the school offers, and there are good links with external agencies to gain additional help when needed. Guidance for pupils is also effective at different transition stages in their school lives.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Supported by senior staff and the governing body, the headteacher has brought a new drive for improvement to the school and raised expectations. In a short space of time, he has successfully galvanised the staff to share the ambition of quickly raising standards. The quality of teaching has improved and initiatives to raise standards and increase the rate at which pupils learn are beginning to have an impact. However, they have not had time to be fully effective in ensuring consistently good progress for pupils. Therefore, leadership and management are currently satisfactory.

The governing body is supportive and questions decisions and actions taken by senior leaders. However, it is aware that until recently it has not sufficiently focused on the pupils' progress and attainment, especially by the end of Key Stage 2.

The promotion of equality of opportunity is satisfactory. Systems to track and analyse pupils' performance are embedded and progress has improved where the

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school has taken action. There are good arrangements to safeguard pupils. The school has good links to protect pupils whose circumstances may make them potentially vulnerable. Staff are well trained in child protection procedures and adults are fully vetted before working in school. The overwhelming responses from the parents’ and carers’ questionnaires received supported the view that the school is a safe place for their children.

The school has well-established links both locally as part of a charitable trust and internationally with a school in Mozambique that effectively promote good community cohesion. This means that pupils have a good understanding of others from different cultures and communities. Contacts nationally are less well developed as links with another school in a different part of the country are at an early stage of development. Pupils from different backgrounds and ages get on well and cooperate, both in class and generally around the school.

The school’s value for money is inadequate because of the current inadequate outcomes for pupils.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school’s engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	4

Early Years Foundation Stage

The Early Years Foundation Stage is a strength of the school. Children enjoy their time in Reception and make good progress, especially in developing their basic skills in reading, writing and language, from relatively low starting points. Well-planned induction and good relationships with parents and carers help children to settle quickly. Relationships between adults and children are also good and children receive a high level of pastoral care. Consequently, children feel safe and behaviour is good. They are developing a sense of being healthy through eating healthy snacks at break

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time and understand it is important to wash their hands before eating.

Teaching is good. Staff assess children’s learning through direct observations, and planning is based on these regular assessments of their learning. As a result, activities meet the different needs of the children well. There is a positive emphasis on children initiating their own learning with a good balance in activities that are led by staff and those that are chosen by the children, though very occasionally children spend too long listening to the teacher before starting activities. Effective questioning and adult input help children make good progress in developing their language skills.

The good overall achievement of children is due to good leadership and management, which ensure that staff sharing the teaching role in the Reception class plan well together. Assessments showing children’s skills and abilities on entry and on leaving the Reception class are analysed to identify and address any areas of weakness. For example, some weaknesses in boys’ writing skills have been addressed through providing activities that engaged them in practising pre-writing tasks. This effective self-evaluation has resulted in improved outcomes for children.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

Approximately 42% of parents and carers responded to the questionnaire, which is above average. Almost all felt that their child enjoyed school and were happy with their child’s overall experience at school. A few thought that they were not kept informed about their child’s progress and that the school did not deal effectively with unacceptable behaviour. Evidence from the inspection found that the headteacher is working to develop more effective links with parents and carers, including involving them more effectively in their children’s education. Inspectors found that behaviour was generally good in classes and around the school and that the school has appropriate systems in place to deal with any unacceptable behaviour.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Luckwell 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 86 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	50	58	35	41	1	1	0	0
The school keeps my child safe	49	57	36	42	0	0	0	0
The school informs me about my child’s progress	27	31	44	51	15	17	0	0
My child is making enough progress at this school	24	28	55	64	5	6	0	0
The teaching is good at this school	26	30	57	66	2	2	0	0
The school helps me to support my child’s learning	29	34	50	58	6	7	0	0
The school helps my child to have a healthy lifestyle	33	38	47	55	6	7	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)	29	34	48	56	2	2	0	0
The school meets my child’s particular needs	27	31	53	62	5	6	0	0
The school deals effectively with unacceptable behaviour	25	29	43	50	10	12	3	3
The school takes account of my suggestions and concerns	34	40	41	48	7	8	0	0
The school is led and managed effectively	36	42	41	48	5	6	0	0
Overall, I am happy with my child’s experience at this school	40	47	43	50	3	3	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



7 November 2011

Dear Pupils

Inspection of Luckwell Primary School, Bedminster, Bristol BS3 3ET

I would like to thank you for making us feel so welcome when we visited your school recently. We enjoyed meeting you and watching you work with your teachers in lessons and around the school. All the staff work hard to help you learn and enjoy school. However, the overall effectiveness of your school is inadequate because, while the progress you are making is now satisfactory, standards are not high enough. Therefore, your school has been given a notice to improve. That means the adults who look after your school must improve the education quickly.

Here are some of the positive things that we found out about your school.

- You enjoy school and like being with your friends.
- You are keen to learn and to do your best.
- You behave well, treat each other with respect and are always willing to help around school.
- You enjoy taking part in the activities that the school offers and especially writing to your friends in other schools in different countries.
- You are always willing to help other people in school.

To help the school get better, we have asked the adults in charge to do the following things.

- Raise the standards you achieve by the end of Year 6 by ensuring you make good progress in writing and mathematics.
- Make sure that the work you are given challenges you to do even better and that you are given targets so you know how to improve.
- Ensure that all the teachers and adults who look after your school check very thoroughly how well you are doing and question if you are falling behind in your learning.

All of you can help by continuing to work hard, listening to your teachers and supporting each other in school.

Yours sincerely

James Henry
Lead inspector

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