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28 June 2012

Mr K Jones
The Headteacher
Luckwell Primary School
Luckwell Road
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Dear Mr Jones

Notice to improve: monitoring inspection of Luckwell Primary School

Thank you for the help which you and your staff gave when I inspected your school on 27 June 2012 and for the information which you provided during the inspection. Please also pass on my thanks to the members of the governing body and pupils who met with me during the inspection.

Since the last inspection staffing and pupil numbers have remained stable with one teacher returning from maternity leave. The Chair of the Governing Body has resigned and elections for a new Chair are in hand. A school improvement committee has been established and changes have been made to the curriculum.

As a result of the inspection on 2 and 3 November 2011, the school was asked to address the most important areas for improvement which are set out in the annex to this letter.

Having considered all the evidence I am of the opinion that at this time the school is making good progress in addressing the issues for improvement and in raising the pupils' achievement.

Since the last inspection, the progress that pupils make across the school has accelerated and attainment has improved accordingly. Attainment at the end of Key Stage 1 is now above that found in other schools nationally in reading, writing and close to this in mathematics. In Key Stage 2, good standards in reading have been maintained and the strong focus placed upon writing across all subjects has had a positive impact on raising standards. Scrutiny of pupils' work shows a rapid improvement in the quality of written work, although presentation is at times untidy and too few pupils use a pen in their writing. Nevertheless, attainment in writing in each year group is now close to expected levels, which represents a rapid improvement since the last inspection. In mathematics, although pupils' achievement

is improving, this is at a slower rate because, although there have been improvements in the way mathematics is taught, these are recent and there has not been sufficient time to embed them. Those pupils who are more able are effectively challenged and, especially in Year 6, more achieve the higher levels in reading, writing and mathematics as a result.

Inspection evidence confirms the school's own accurate evaluations that the quality of teaching is improving and that pupils are more engaged in their learning. During the inspection, most teaching observed was good and none was inadequate. Pupils are much more involved in their learning and a good example of this was seen in a mathematics lesson where pupils were discussing with their teacher what would be suitable success criteria for the lesson. Improvements in lesson planning have ensured that there are better links to prior learning and that activities are more accurately matched to the needs of pupils.

An updated marking policy has been introduced which helps most pupils have a greater awareness of what they need to do to improve and what their targets are in writing and mathematics. However, the school is aware of the need to embed this further as some marking is insufficiently detailed or difficult for pupils to read.

Developments to the curriculum have had a significant impact on improving the quality of teaching and pupils' achievement. In writing, a focus on initiatives, such as 'Talk for Writing', and using suitable texts to motivate pupils in writing across the curriculum have contributed well to the improved outcomes. Changes in the planning and structure of lessons are starting to raise standards in mathematics.

The pupils themselves are polite, friendly and generally behave well in lessons. They say that they feel safe and happy in school and that their learning has improved recently because the work is more challenging and interesting. Relationships between pupils and adults are good and the school works well as a community.

Developments in the quality of leadership and management have been a key driver for the improvement achieved so far. Leaders at all levels demonstrate a determination to tackle underperformance. Under the effective leadership of the headteacher and the senior leadership team, there is a strong sense of collegiate responsibility for the quality of pupils' learning. Teachers are more effectively held to account for their pupils' progress and have a much better understanding of how to use assessment data to inform their planning. The strengthened capacity of leadership is illustrated by the impact of the governing body's school improvement committee, which effectively challenges the school because the members have been well trained and have a very clear understanding of the school's strengths and weaknesses.

The school has been supported well by the local authority on its improvement journey with good quality bespoke training and support. The school is therefore well placed to take the steps it requires to improve further.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Chris Nye
Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in November 2011

- 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.