

# Luckwell Primary School

Luckwell Road, Bedminster, Bristol, BS3 3ET

**Inspection dates** 16–17 January 2013

<b>Overall effectiveness</b>	Previous inspection:	Inadequate	4
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Children get off to a good start in the Early Years Foundation Stage. They make good progress throughout the school and attain well in reading and writing. In mathematics, pupils' attainment is steadily improving.
- Teaching is good overall and some is outstanding, especially where inspirational teaching motivates and inspires pupils to do well.
- Teachers plan interesting lessons and pupils say that they enjoy coming to school. They read widely and confidently and use their literacy skills well in their learning in other subjects. Pupils are well prepared for secondary school.
- Behaviour is good, especially in lessons. Attendance is better than in most schools because pupils feel safe, valued and enjoy being part of a happy school community.
- Leadership and management at all levels are good. The headteacher, governors and senior leaders have inspired all staff to work tirelessly to resolve the weaknesses identified at the last inspection, especially in teaching. There is secure evidence that the school has made rapid improvement as a result.
- Parents hold the school in high regard, recognising the progress that the school has made in recent years. The school works well with the local community and neighbouring schools.

### It is not yet an outstanding school because

- In a few classes there are some inconsistencies in how well teachers encourage pupils to check their own and others' work and respond to the teachers' feedback about their work.
- Older pupils are not always encouraged to use their knowledge of phonics (linking letters with the sounds that they make) to help with their reading.
- Progress in mathematics, especially for disabled pupils and those with special educational needs, is slower than in reading and writing.
- Not all teaching is of a consistently high standard.

## Information about this inspection

- The school was notified about the inspection the day before it started.
- Inspectors evaluated the quality of teaching in every class. They observed 15 lessons, taught by nine teachers. Some lessons were observed jointly with the headteacher and deputy headteacher.
- Discussions were held with pupils, the Chair of the Governing Body, the headteacher, staff and a representative of the local authority.
- Inspectors observed many aspects of the school’s work. They heard pupils read and scrutinised their work in exercise books and on classroom wall displays.
- Inspectors looked at a number of documents including: the minutes of governors’ meetings, plans for what pupils learn in each subject, plans for the school’s future development, the school’s arrangements for keeping pupils safe, pupils’ attendance records, records of how pupils’ progress and attainment are checked and tracked, and records of how the school checks on the quality of teaching.
- The views of parents were taken into account through the scrutiny of the 43 responses to the on-line parent view survey and a discussion with a representative group of parents.
- Staff views were taken into consideration by looking at questionnaires completed by 21 staff members.

## Inspection team

Chris Nye, Lead inspector

Her Majesty’s Inspector

Matthew Haynes

Her Majesty’s Inspector

## Full report

*In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.*

### Information about this school

- The school is a slightly smaller-than-average primary school which serves the Bedminster area of Bristol.
- Children in the Early Years Foundation Stage are taught in the Reception class. There are single-age classes in Key Stage 1 and Key Stage 2.
- The school meets the government's current floor standards, which set out the minimum expectations of pupils' attainment and the progress that they make.
- The proportions of disabled pupils and those with special educational needs are similar to other schools. The proportions of pupils who need extra help (known as 'school action plus') or who have statements of special educational needs are much less when compared to other schools nationally. They have a range of specific learning difficulties.
- The proportion of pupils who are known to be eligible for additional government funding, known as the 'Pupil Premium', is below the national average.
- The very large majority of pupils are White British and all speak English as their first language.
- The on-site breakfast and after-school clubs are not managed by the governing body, so were not included in this inspection. No alternative or off-site provision is used.

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

- Strengthen the quality of teaching so that pupils' achievement continues to improve further by:
  - sharing existing good practice so that teaching in all classes is consistently good or better
  - routinely providing pupils with the opportunity to assess their own and others' work and individuals with sufficient time to respond to written feedback from teachers
  - consistently encouraging pupils, especially in Key Stage 2, to make better use of their knowledge of phonics to help with their reading.
- Build upon recent improvements in mathematics so that the achievement of all pupils, especially disabled pupils and those with special educational needs, continues to rapidly improve by:
  - ensuring that newly introduced strategies to develop pupils' calculation and problem-solving skills result in improved attainment in mathematics.

## Inspection judgements

### The achievement of pupils

is good

- Children do well in the Early Years Foundation Stage and there is an improving trend in their achievement over the past two years. They start school with skills that are below those expected for their age, but they make good progress and almost all are meeting or exceeding the expected levels in all areas of learning by the time they move into Year 1. Attainment compares very well with children in other schools locally and nationally. They do especially well in their personal, social and emotional development.
- This good start is maintained throughout Key Stage 1 and pupils continue to make good progress in reading, writing and mathematics. Although the school was disappointed in the outcomes of last year's Year 1 phonics screening, very effective strategies have been put in place to address any weaknesses, and pupils' use and understanding of phonics are much improved as a result. However, older pupils are sometimes less confident in using phonics when reading unknown words.
- Pupils' attainment at the end of Year 2 has rapidly improved and in the most recent national assessments, pupils achieved results significantly above those found in other schools locally and nationally in reading, writing and mathematics.
- Following a history of underachievement, attainment in Key Stage 2 in reading and writing has improved consistently over the past two years. In the most recent Year 6 national tests the percentage achieving expected levels was in line with national averages and from low starting points every pupil made or exceeded the expected progress. This is a rapidly improving trend and is reflected across the key stage and has been successfully built upon further since September 2012.
- Pupils' progress in mathematics has been slower and attainment lower in Key Stage 2. However, since September 2012 strategies such as a new calculation policy and adjustments to how mathematics is taught have been introduced. The school's rigorous checks on pupils' progress, the accuracy of which is confirmed by inspection evidence, show that progress in mathematics is accelerating and the attainment gap is closing for most pupils. The school recognises that more needs to be done to embed these developments still further.
- Disabled pupils and those with special educational needs make good progress in reading and writing because they are well supported by teaching programmes which meet their individual needs. As a result, the gaps between what they and other pupils can do in reading and writing are closing. In mathematics their progress is slower because, although a good start has recently been made in providing more focused support, it is too soon to judge the impact of this on their achievement.
- The small number of pupils who are eligible for pupil premium funding make good progress and attain well against national comparisons in reading, writing and mathematics.
- Pupils are encouraged to read widely and often. In lessons a strong emphasis is placed on developing reading, writing, speaking, listening and, more recently, numeracy skills across all of the subjects that they study. As a result, pupils are very well prepared for the next stage of their education.
- The very large majority of parents who responded to the on-line parent survey, and those who spoke to inspectors, said that they felt their children made good progress. The pupils who met inspectors also expressed very positive views about their learning and the progress that they make. Their work is well presented and demonstrates their good overall level of achievement.

### The quality of teaching

is good

- The overall quality of teaching in all subjects, including English and mathematics, and across all key stages, is good. Some teaching, especially in Years 1 and 6, is outstanding. This is the main reason for the good progress and rapidly improving standards that pupils achieve across the

school. Teaching is not yet outstanding because there are some inconsistencies in the quality of teaching, and although no inadequate teaching was observed during the inspection, not all teaching was as good as it could be.

- The best lessons are imaginative, well planned and work is challenging and successfully engages pupils' interest. Teachers take good account of how well pupils learned in previous lessons and activities generally meet the wide-ranging needs of pupils. For example, in an outstanding Year 6 mathematics lesson, pupils were enthusiastically and systematically undertaking investigations which challenged them to think deeply about solving complex problems logically and then appropriately record the results.
- Pupils demonstrate very positive attitudes towards learning. A strength is the way in which they are encouraged to share their own expertise with others, which helps to develop their self-confidence and independence.
- Pupils behave well in class and say that they enjoy their lessons. The parents who met the inspector and who completed the on-line parent survey also expressed confidence in the quality of teaching.
- Teachers and teaching assistants generally have high expectations and use questioning skilfully to challenge most pupils and extend their learning. They listen carefully to what pupils say and value their responses. Clear learning objectives are routinely shared with pupils and teaching is in most cases suitably adjusted to ensure that the pace of learning is maintained.
- Reading is well taught because teachers and teaching assistants have a good understanding of how to teach phonics, especially in the Early Years Foundation Stage and Key Stage 1. Pupils are enthusiastic readers. For example, during break time they were observed reading stories to each other without prompting from an adult.
- Teaching very effectively encourages pupils' spiritual, moral, social and cultural development.
- In the few lessons where teaching is not as good as the best, the pace of learning is not as brisk and pupils are not as well focused on their work, sometimes because their misconceptions are not responded to quickly enough. Their progress is consequently slower and they do not produce as much good quality work. Although the sharing of good practice is a developing area, leaders are fully aware of where teaching is not as good as it could be and are starting to take effective action to improve it.
- In all classes, the school's marking policy is consistently applied and written feedback usually provides clear guidance on strengths and what needs to improve. However, in some classes marking is less effective because, although written comments are evaluative and helpful, opportunities are sometimes missed for pupils to take more responsibility for their own learning by checking their own or others' work or to respond to the teachers' written feedback.

### **The behaviour and safety of pupils are good**

- Pupils are consistently polite to adults and demonstrate high levels of care towards each other. In lessons most behave well, expressing positive attitudes towards their learning. The few who display challenging behaviour during lessons are well managed and supported. This has a positive impact on pupils' achievement.
- Pupils told inspectors that they enjoy coming to school and feel safe and are well cared for. This is reflected in their attendance, which is above average. Incidents of bullying are extremely rare, but pupils have a clear understanding of all forms of bullying, including racism and cyber-bullying, and know what to do if they encounter it. The school's positive ethos encourages their well-developed sense of right and wrong and effectively supports pupils' spiritual, social, moral and cultural development.
- Behaviour policies are consistently applied and the school is proactive in teaching pupils about how to keep themselves safe and healthy.
- Parents who met an inspector, and those who completed the on-line parent view survey, were positive about pupils' behaviour and how this is managed, although a few expressed concerns

about behaviour during lunch breaks. Inspectors did not find any evidence to substantiate this concern. The school monitors the lunch break well and trains lunchtime supervisory staff to ensure that pupils have a positive experience.

## **The leadership and management are good**

- Under the strong leadership of the highly regarded headteacher, the school is successfully reversing a history of underachievement. Aply assisted by the deputy headteacher, he demonstrates consistently high expectations which all staff are keen to aspire to. Consequently, the school works as a cohesive team and is in a strong position to build upon the already rapidly improving quality of teaching and outcomes for pupils.
- Leaders at all levels are realistic about what needs to improve and the very accurate and robust self-evaluation of the school's strengths and weaknesses is based upon rigorous monitoring of teaching and evaluation of data relating to pupils' progress. Enthusiastic and skilled subject leaders are contributing well to raising standards in their subjects. For example, the newly appointed mathematics subject leader has developed a more effective whole-school approach to planning mathematics lessons which is starting to have a positive impact on pupils' achievement.
- Pupils' progress is closely monitored and data are used effectively to set challenging targets and inform future planning. These plans accurately identify suitable priorities and actions and indicate how and when the success of these will be measured against outcomes for pupils.
- Information about pupils' progress is used well to hold teachers to account by informing their performance management targets and identifying their training or support needs. The impact of such support on improving pupils' achievement is also monitored closely.
- The subjects that pupils study are wide ranging and well planned. They include opportunities to develop literacy, information and communication technology and, more recently, numeracy skills across subjects and include activities, such as 'wow' days, visits and visitors, which motivate pupils and enrich their learning. Sport and music are strengths and, as a result, the subjects that pupils learn effectively enhance their spiritual, moral, social and cultural development.
- The school works well with local schools, parents and the local community. For example, good quality guidance is provided to parents on the school's website about how they can support their child's learning in mathematics through the very well-designed calculation policy which explains the school's approach towards teaching numeracy skills. This is helping to ensure a more progressive approach towards developing pupils' mathematical skills.
- During the time that the school was the subject of a Notice to Improve, the local authority effectively contributed to the school's improvement journey through the provision of well-targeted support and rigorous monitoring.
- All safeguarding procedures meet statutory requirements. They are securely in place and rigorously applied. Leaders at all levels effectively promote equality of opportunity and are proactive in tackling all forms of discrimination.
- **The governance of the school:**
  - The governance of the school is good because it is well led, informed and organised. Governors have a good understanding of how to use a range of performance data to question and challenge leaders, and so hold them effectively to account. They are kept well informed about the quality of teaching, performance management systems and salary progression. They are fully involved in judgements concerning staff promotion issues, so know what is done to reward good teachers and to tackle underperformance, and monitor closely the effective management of financial resources. For example, a detailed report on the use and impact of the pupil premium allocation enables governors to monitor the way in which this has improved the achievement of pupils in this group. The governors have set suitable performance targets for the headteacher which link clearly to the school's drive to improve standards.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	108944
<b>Local authority</b>	City of Bristol
<b>Inspection number</b>	399657

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4– 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	204
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Neil Lippiatt
<b>Headteacher</b>	Kevin Jones
<b>Date of previous school inspection</b>	3–4 November 2011
<b>Telephone number</b>	0117 3533382
<b>Email address</b>	Luckwell.p@bristol.gov.uk



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