

# Lockleaze Primary School

Brangwyn Grove, Lockleaze, Bristol, BS7 9BY

## Inspection dates

30–31 January 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils make good progress across the school and achieve well.
- Attainment in reading, writing and mathematics has been steadily rising and when pupils leave Year 6 it is broadly average.
- Teaching is consistently good with some outstanding practice across the school.
- Teachers and other adults are particularly skilled at planning work at the right level for all pupils, regardless of ability, so it is not too easy or too hard.
- Pupils' behaviour is of a high standard. They respect each other, feel very safe and continually demonstrate their pride in their school and their love of learning.
- Pupils speak with great enthusiasm about the exciting trips and visits that enrich their learning in a range of subjects.
- The school is a very cohesive community and pupils enjoy learning about and celebrating the range of beliefs and cultures that are represented.
- Leaders, managers and governors have been effective in improving the quality of teaching, so that standards in reading, writing and mathematics have risen continuously since the previous inspection.
- Parents value the support the school gives to individual children and their families.

### It is not yet an outstanding school because:

- The high expectations in reading, writing, mathematics and science are not always apparent in the wide range of other subjects that pupils study. Pupils do not always present their work to a high standard in these subjects.
- Although teachers give oral and written feedback to pupils they do not always have time to respond to this and so improve their work in subjects other than English, mathematics and science.

## Information about this inspection

- The inspectors observed 11 lessons and saw eight members of staff teaching and working with the pupils. They were accompanied by the headteacher or an assistant headteacher to seven of these lessons.
- Meetings were held with staff, members of the governing body, a representative of the local authority and with pupils from Years 5 and 6. Inspectors also took account of the 26 responses to the staff questionnaire.
- The inspectors heard pupils read from Years 1, 2 and 6.
- Inspectors observed the work of the school and looked at the school’s development plans, minutes of the governing body meetings, records of pupils’ progress and work in pupils’ books.
- The inspectors took account of the five responses to the online questionnaire (Parent View) and held informal discussions with parents and carers at the end of the day.

## Inspection team

Jenny Batelen, Lead inspector

Additional inspector

Matthew Cottrell

Additional inspector

## Full report

### Information about this school

- This is an average-sized primary school with eight classes.
- Children in the Early Years Foundation Stage are taught in the Nursery, a Reception class and in a mixed-year class of Reception and Year 1 children.
- Pupils throughout Key Stages 1 and 2 are in mixed-year classes, but are taught for English and mathematics in groups according to their ability, whatever their age.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average.
- The proportion of disabled pupils and those who have special educational needs supported through school action plus or with a statement of special educational needs is average. These include pupils with complex learning needs, including speech and language difficulties and behaviour and social emotional needs.
- The majority of pupils come from White British backgrounds with a higher than average proportion from a range of other ethnic backgrounds, including Any other White background, Indian, Pakistani and Black and Black British backgrounds.
- A below-average proportion of pupils speak English as an additional language.
- The proportion of pupils for whom the school receives the pupil premium is above the national average. The pupil premium is extra money given to schools by the government to support, among others, pupils who are known to be eligible for free school meals.
- A very small number of pupils are educated off site using specialist services provided by the local authority.
- The proportion of pupils who join and leave the school other than at normal times is higher than average.
- The school meets the government's current floor standard, which sets the minimum expectations for pupils' attainment and progress in English and mathematics.
- There has been a high number of new teaching staff to the school since the previous inspection because of expansion and promotion.

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

- Extend the good practice and high expectations in the teaching of English, mathematics and science to the other subjects taught so that pupils make as good progress in all areas by:
  - giving pupils a chance to respond to the oral and written feedback so that they can improve their work
  - ensuring pupils present their work to the same high standards as their English, mathematics and science work.

## Inspection judgements

### The achievement of pupils is good

- Children start in the Nursery with skill levels that are well below those typical for their age, especially in personal, social and emotional and communication, language and literacy skills.
- All groups of pupils, including those from minority ethnic groups and the small number who speak English as an additional language, make good progress throughout the school in reading, writing and mathematics.
- Disabled pupils and those who have special educational needs are clearly identified and their needs assessed as early as possible. Carefully planned activities in class, in small groups and individually, ensure that they are able to make good progress.
- Pupils whose circumstances may make them vulnerable are given a full range of support to help them focus on schoolwork and so make good progress.
- Pupils known to be eligible for the pupil premium make good progress. The average point score (a method of measuring attainment) for these pupils is 24.8 compared to other pupils in the school at 27.8. The school has clear evidence to show that the gap between the attainment of these pupils and that of their peers is closing in English and mathematics. The extra funding is used to provide additional staff to facilitate small-group work and individual support, counselling and mentoring. It also helps fund the school minibuses that collect pupils to ensure their punctuality and good attendance.
- Pupils who join the school other than at normal times are extremely well supported to settle quickly and participate fully in the life of the school. School information shows that they are quickly able to make good progress.
- The progress of the very small number of pupils educated off site is reviewed regularly with the other provider. There is evidence of good progress, not only in English and mathematics, but also in personal, social and emotional skills so that they are better equipped for their next step in education.
- The skilled teaching of phonics (sounds that letters make) and well-planned reading sessions throughout the school ensure that pupils have good skills to read new texts and to understand what they are reading. Pupils spoke of how they enjoyed reading and using the 'reading passports' to record the range of books they read.
- Pupils' communication skills are developed well. Singing and signing are used at every opportunity in the Early Years Foundation Stage which helps children to gain confidence in using their oral skills.

### The quality of teaching is good

- The mixed-year ability groups for English and mathematics ensure excellent support for pupils, whatever level they are working at. More-able pupils are challenged to work above age-related expectations, and adult support and well-planned tasks ensure the less able pupils can make progress in their understanding and achievement. Constant checking on pupils' understanding enables teachers to plan and adjust activities to ensure all pupils make good progress.
- Pupils work extremely well together, whatever their age, and enjoy the different activities that help them understand their work. This was very clearly demonstrated when 'Pirate Atkins' arrived in a mathematics lesson for pupils working at a Year 2 and 3 level, learning to subtract by finding the difference. The pirate's arrival excited the pupils and they were keen to solve the problem posed and then further problems presented on 'treasure map' paper. This ensured they made good progress.
- The bright and vibrant learning environment in the Early Years Foundation Stage, both inside and outside, encourages exploration and independence. Children learn through a range of independent and adult-led activities. Following a trip to the museum children excitedly explored the dinosaur 'fossils' with the magnifying lenses, drew their finds and suggested the type of

dinosaur they might be from.

- Oral and written feedback gives very clear guidance to pupils about how they can improve their work in English, mathematics and science. Pupils value the time they have to respond and so reach the next level. However, they do not always have time to respond to the feedback which is given to their work in other subjects, such as history and geography.
- Pupils are clear about the levels they are working towards and what they must do to reach these levels. They value the opportunity to decide how well they have met each lesson's 'learning challenge'.
- Teachers regularly make links across the different subjects, particularly ensuring that writing activities have links to the current topic being studied. Year 6 pupils learning about writing biased and unbiased reports used a text about Boudicca, which linked to their study of the 'Rotten Romans'. However, work in subjects other than English, mathematics and science does not always reflect the high expectations that teachers have of their pupils and pupils do not always present their work to a high standard.
- Teachers are skilled at helping pupils understand moral and social issues. A range of activities helped Year 4 and 5 pupils to develop an understanding of friendship and the moral issues that might arise.
- Learning support assistants are skilled at working alongside teachers and supporting individuals and groups. They are well trained and lead small-group activities, particularly in reading and developing personal skills.
- Homework is exciting, displayed throughout the school and supports learning in a range of subjects. Pupils enjoy taking part in the reading, writing and mathematics challenges presented by the governing body.

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

- Pupils' behaviour is of a very high standard. They have excellent manners and move around the school in a very calm and orderly manner arriving punctually for their lessons. A range of support, such as mentoring, counselling and play therapy, is in place for pupils who may find relationships difficult thus ensuring that there is no disruption to learning. There has only been one fixed-term exclusion since the last inspection and no permanent exclusions.
- Pupils thoroughly enjoy their learning. They have highly positive attitudes which means they listen carefully to their teachers and to each other.
- Pupils feel very safe in school and are helped to understand how to keep themselves safe. They have an excellent understanding of what constitutes bullying and say that there is no bullying of any kind, including cyber-bullying. Pupils have an excellent understanding of how to keep themselves safe when using modern technologies and appreciate developing life skills such as understanding fire safety. They are totally confident that if they have any worries or concerns the adults in school will always help them.
- The pupils educated off site are kept safe because of the rigorous safeguarding procedures of the provider. The school meets regularly with staff from the specialist service to ensure these pupils are well looked after.
- The school has focused on improving attendance since the previous inspection. As a result this is now in line with the national average. Parents and carers told inspectors how their children enjoy coming to school and pupils themselves spoke of how they feel safe, valued and proud of their school.

**The leadership and management are good**

- The headteacher, senior leaders and managers are focused on raising standards of attainment in English and mathematics so that the pupils are well equipped for the next stage in their education.
  - Leaders and managers carefully analyse how well the school is doing and from that analysis draw up clear action plans to address priorities. As a result there has been continual progress since the previous inspection.
  - All leaders focus on improving teaching. The appointment of, and support for, new staff is carefully undertaken to ensure there is consistency of practice across the school. Staff spoke very positively about working at the school.
  - The process of setting targets for teachers allows them to focus on individual and whole-school priorities, including pupils' progress. This ensures that teachers' pay and promotion are closely linked to the raising of pupils' attainment.
  - The comprehensive system for tracking pupils' attainment and progress ensures that all pupils are helped to do their best and that there is equality of opportunity for all pupils, regardless of their abilities and backgrounds, and that there is no discrimination against any group or individual and all achieve equally well.
  - A wide range of memorable experiences, including visits to theatres, museums, local sites of interest, and visitors that include artists and theatre companies, enhance pupils' learning about a range of topics and subjects. Pupils speak of how they really enjoy these experiences. However, leaders have not yet had time to ensure that written work in these subjects meets the school's high expectations.
  - There are many opportunities within the school day for pupils to reflect on different ideas, such as what it means to be unique. They are helped to develop an understanding about different cultures and faiths. This gives strong support to their spiritual, moral, social and cultural development.
  - The school involves parents and carers in the life of the school in a range of ways and parents and carers are very appreciative of the support they receive at critical times in their families' lives.
  - The local authority gives light-touch support to this good school.
  - **The governance of the school:**
    - The knowledgeable governing body has a range of skills and experiences and shares the ambition and vision of the senior leaders. Governors are very clear about the priorities for improvement and check the progress of plans. They are well informed and ask searching questions of the school's leaders to find out how well pupils are doing compared with national averages. They understand and carefully check the progress for setting targets for teachers and make sure that increases in pay and promotion are justified by pupils' progress and achievement. This means they have a good understanding about the quality of teaching in the school. Governors are effective in ensuring that the school is in a good financial position. They make sure that extra funding through the pupil premium is used wisely to benefit pupils who are eligible for it and check that they make good progress and that gaps in attainment are closing. Governors regularly check and review policies, including those relating to safeguarding, and ensure that staff are vetted and trained in order to keep pupils safe and free from harm. All safeguarding requirements are met.
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## 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>	134914
<b>Local authority</b>	Bristol
<b>Inspection number</b>	406575

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	233
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Robert Smith
<b>Headteacher</b>	Gareth Simons
<b>Date of previous school inspection</b>	15–16 March 2011
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