

# Inspection of Luckwell Primary School

Luckwell Road, Bedminster, Bristol BS3 3ET

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Inspection dates: 21 and 22 September 2022

## **Overall effectiveness**

**Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Requires improvement**

Early years provision

**Good**

Previous inspection grade

Not previously inspected under section 5 of the Education Act 2005

## **What is it like to attend this school?**

Pupils enjoy attending Luckwell Primary School. They are proud to belong to a school that nurtures their talents and interests. Many describe it as 'a small school with a big heart'. Pupils trust the adults to help them and keep them safe. This is clear in the way pupils and staff treat one another.

Leaders and staff are designing an ambitious curriculum. Improvements to writing and mathematics are beginning to pay off. However, leaders have not mapped out in enough detail how pupils' knowledge should build up over time. Therefore, in some subjects, pupils do not achieve as well as they could.

Pupils know how the school's values help guide them to make the right choices. For example, they learn to 'respect' differences and show 'empathy' towards others. Pupils behave sensibly in lessons and around the school. Bullying is uncommon. Staff sort out any issues quickly.

Leaders place a high priority on pupils' personal development. Pupils use strategies, such as breathing techniques, to help them manage any worries. Through assemblies and carefully chosen books, staff give pupils the confidence to aim high and 'believe they can'.

## **What does the school do well and what does it need to do better?**

Changes in leadership and the impact of COVID-19 have delayed the development of the curriculum. Leaders' curriculum thinking is further forward in English and mathematics. However, in some other subjects, pupils do not cover the depth of knowledge they should. For instance, in geography, the subject content does not detail how pupils carry out fieldwork. This means they do not build up a deep subject knowledge as they move through school.

Where leaders have looked more closely at the curriculum, the impact of this is evident. In mathematics, they have mapped out the content pupils will learn. Teachers use assessment well to identify any gaps in pupils' learning. Revisiting prior learning is beginning to help important knowledge stick in pupils' memory. However, this is not consistent practice across all subjects.

Staff focus closely on getting pupils to read. They choose books to enrich the curriculum and develop pupils' vocabulary. Regular 'book talk' sessions help pupils understand the meaning of what they read. Pupils in Year 6 expertly use their inference and retrieval skills when exploring texts.

Children in the early years get off to a strong start. Staff have a sharp focus on developing children's language and communication. Adults talk to children using high-quality language. Leaders have recently improved the phonics curriculum. As soon as they start in Reception Year, children confidently practise saying and writing

the sounds they are learning. Across the school, staff keep a close eye on pupils who are not keeping up with the pace of the programme. However, some weaker readers struggle to read the books teachers give them. This prevents them from reading accurately and fluently.

School and trust staff work closely with subject leaders. They provide training and guidance for staff. Many have a strong understanding of their subject. Leaders rightly recognise that some subject leaders do not check on how well pupils learn the intended curriculum. They have plans in place to enable this to happen.

Pupils with special educational needs and/or disabilities (SEND) get the help they need. Leaders have supported staff in adapting the curriculum to meet the needs of pupils. Those with SEND learn the same subjects as their classmates. Specialist staff provide high-quality pastoral care. Pupils value the chance to discuss any worries or concerns, such as dealing with loss and self-esteem.

Pupils understand the importance of behaving well. They follow the rules and routines. As a result, behaviour in lessons and throughout school is typically calm.

Leaders provide a range of experiences beyond the academic curriculum. Pupils are proud to be lunchtime and playground monitors. They carry out these roles sensibly. Staff celebrate pupils' talents and successes in assemblies. Pupils enjoy receiving 'literacy legend' and 'star of the week' awards. They say this inspires them to work hard and try their best.

Pupils learn the importance of respect and tolerance towards others. They report that 'no one cares if you are different here; we all get along together'. Most parents would recommend the school to others. They praise the 'community spirit' and 'inclusive ethos'.

Trustees and governors know what is working well and what needs to improve. They are beginning to hold leaders to account more effectively for the quality of education. Leaders and governors work well with staff to check on their workload.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders, including governors, have created a strong culture of safeguarding. Staff are well trained to notice and report any signs of concern. Leaders respond swiftly to support pupils and families in need of help. Staff carry out the required checks on the suitability of staff to work with pupils.

Leaders provide a curriculum that teaches pupils to understand age-appropriate risks, including road safety and healthy relationships. Pupils know that adults will listen to them if they have any concerns.

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

### (Information for the school and appropriate authority)

- In some subjects, leaders are not clear enough about the key knowledge and skills they want pupils to know and revisit. As a result, pupils do not build a deep understanding of these subjects. Leaders must ensure that all subjects identify the key knowledge and skills pupils need to learn and revisit as they progress through the school.
- Leaders have not established rigorous systems to assess how well pupils remember the knowledge they have been taught. Pupils' recall of prior learning is often patchy. Leaders need to ensure that staff use assessment effectively in order to check what pupils know and remember across all subjects.
- Weaker readers struggle to apply their phonics knowledge when reading. The books they read are sometimes too hard. Leaders need to ensure that these pupils read books that match the sounds they know in order to develop reading fluency and confidence.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	145399
<b>Local authority</b>	Bristol
<b>Inspection number</b>	10241457
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	108
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Margaret Simmons-Bird MBE
<b>Head of School</b>	Lilly Byers
<b>Website</b>	<a href="http://www.luckwell.bristol.sch.uk">www.luckwell.bristol.sch.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school is part of Gateway Green Learning Trust, a multi-academy trust in Bristol. It joined the trust in July 2018.
- There have been several changes at leadership level since the school opened. The headteacher took up post in September 2020. The executive headteacher left the school in September 2022.
- The school shares a local governing board with another primary school in the trust.
- The school does not use any alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation of the school.

- Inspectors met with the headteacher, other school staff, trustees, members of the local governing board and staff from the trust. In addition, the inspectors talked to the interim chief executive officer.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also met with curriculum leaders and looked more widely at documentation in science, geography and personal, social and health education.
- The lead inspector listened to pupils in Years 1, 2 and 3 read to an adult.
- The lead inspector reviewed the school's safeguarding documentation, including safeguarding checks carried out on staff working at the school. Inspectors talked to trustees, governors, staff and pupils about how the school keeps everyone safe.
- Inspectors observed pupils' behaviour in lessons and around the school site.
- Inspectors spoke with a range of staff to discuss how leaders support their workload and well-being.
- Inspectors considered responses to the online survey, Ofsted Parent View, including free-text comments, and responses to the staff survey.

### **Inspection team**

Dale Burr, lead inspector

His Majesty's Inspector

Ian Robinson

Ofsted Inspector

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