



# Luckwell Primary School

## Inspection Report

**Unique Reference Number** 108944  
**LEA** Bristol, City of  
**Inspection number** 278082  
**Inspection dates** 2 May 2006 to 3 May 2006  
**Reporting inspector** David Clegg AI

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

<b>Type of school</b>	Primary	<b>School address</b>	Luckwell Road
<b>School category</b>	Community		Bristol
<b>Age range of pupils</b>	4 to 11		BS3 3ET
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0117 9664758
<b>Number on roll</b>	209	<b>Fax number</b>	0117 9631105
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Andrew Clemence
<b>Date of previous inspection</b>	11 December 2000	<b>Headteacher</b>	Mr Keith Johnson

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 2 May 2006 - 3 May 2006	<b>Inspection number</b> 278082
-----------------------------	---	------------------------------------

---

© Crown copyright 2006

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## **Introduction**

The inspection was carried out by two Additional Inspectors.

## **Description of the school**

The school is of average size. The great majority of the pupils are White British and all speak English fluently. The proportion of pupils eligible for free school meals is low. The proportion with learning difficulties is higher than usually found.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 3**

The school's overall effectiveness is satisfactory, with some aspects of its work that are good. The improvements to how the school checks up on itself that have been put in place over the past twelve months mean that the school now has a sharp and accurate grasp of its own effectiveness. It is a weakness that some of the improvements were not in place sooner. On the evidence of improvement since the last inspection, the school has a sound capacity to improve. The school provides satisfactory value for money.

Children start school with slightly lower-than-usual levels of skills, particularly in language and communication. The satisfactory provision in the Reception class enables them to make generally steady progress. Children make particularly good progress in developing good work habits. The trend is that, by the time they start Year 1, children reach broadly expected levels, although language and literacy remain below expectations.

Pupils make steady progress throughout the rest of the year groups and reach broadly average standards in English, mathematics and science. However, the results of national tests in 2005 in Year 6 were below average. This was partly due to the fact that pupils who were not doing well enough were not identified sufficiently early. As a consequence of this underachievement, much better systems for checking on progress are being put in place. However, there is still work to be done to make sure that these are established and used consistently throughout the school.

Lessons are generally successful in meeting the needs of all pupils. However, when teachers are teaching the whole class together, there are too many occasions when what they do does not take into account the full range of abilities. As a result, not all pupils are learning as much as they could.

Pupils' personal development is a strong feature of the school. The school is especially good at giving pupils a wide range of experiences that introduces them to many aspects of the modern world and prepares them well for becoming active and responsible citizens. The richly varied opportunities put pupils' personal development at the heart of much of the school's work. Whilst the curriculum is good, there are not enough opportunities for pupils to develop the full range of information and communication technology (ICT) skills. This results in skills in some aspects being lower than usually found.

### **What the school should do to improve further**

- Improve teaching by making sure that, when the class is being taught as a whole group, all pupils benefit.
- Improve standards in ICT by ensuring that all pupils are taught to use and apply the full range of ICT skills.
- Continue the drive to ensure that all teachers are making the best use of information to identify which pupils could learn at a faster pace, set all pupils challenging targets and plan for the next steps in learning.

## **Achievement and standards**

### **Grade: 3**

Pupils reach average standards and currently achieve satisfactorily. The trend over the past four years is for standards to be close to the national average.

In the last two years the performance of a significant minority of pupils has been lower than the school expected. This emerged in the results of national tests for Year 6 in 2005 and teachers' assessments of reading and writing of the Reception children. The school has now put in place procedures to make sure that its expectations of what pupils should achieve are more accurate. Throughout the school pupils are now on course to meet what are challenging targets, given their starting points.

Pupils with learning difficulties benefit from the support they receive and do well. Occasionally in lessons, the pupils who are potentially higher attainers or those who need a little more support could make better progress if teaching was more geared to meeting their needs.

There are some examples of good art work throughout the school. Older pupils do not reach the standards they should in all aspects of ICT. They do not know enough about spreadsheets and data handling.

## **Personal development and well-being**

### **Grade: 2**

This is a good feature of the school. Pupils' good attitudes to work and their enjoyment of lessons are reflected in the good levels of attendance. Pupils are well behaved and cooperate to good effect. Year 6 pupils commented that any bullying is rare and is dealt with quickly. Pupils feel safe.

Pupils have a keen sense of right and wrong. They make and sustain constructive relationships with other pupils and with adults. Pupils are successfully introduced to other cultures through the links with other schools, both within the UK and as far afield as Japan.

Children are aware of what it means to lead a healthy lifestyle. They understand, for instance, the make-up of a healthy diet and the importance of regular exercise. However, one or two of the older pupils commented on how much they missed some of the unhealthier options at lunchtime! Overall, pupils are developing the necessary skills and attributes that will help them in later life.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Satisfactory teaching is enabling pupils to make generally steady progress. Because pupils have positive attitudes and teachers are aware of what needs to be taught, lessons are usually characterised by a clear sense of purpose. During the middle part

of lesson, teachers successfully plan work that caters for the range of ability, but this is not always evident at the start of lessons. Too often when the whole class is being taught together, teaching is focused on the average pupils. This results in the higher and lower attainers not making as much progress as they could because the work is too easy or too hard. A particularly good aspect of the teaching is the way that teachers encourage pupils to work together and help each other. A common feature in several lessons was pupils talking to their 'partners' about particular problems or checking each other's work. One pupil commented, 'we explain to each other when we don't get it'.

The investment in providing each classroom with an interactive whiteboard is proving successful. These are well used by both teachers and children. They provide a strong focus for much of the teaching and help teachers to back up clear instructions with equally clear illustrations about how to tackle problems.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is a good feature of the school. The usual curriculum is significantly enriched by well-established and numerous opportunities that are not often found in schools. The weeks devoted to special projects, such as 'Talk Week,' give pupils a good opportunity to learn in different ways and to collaborate with those who are not in their own class.

Pupils' personal development is promoted very successfully. The curriculum opens pupils' eyes to a variety of topics and subjects well beyond the immediate environment of the school. The wide range of international links gives the pupils a real 'window on the world'. A high priority is given to citizenship. The expectation that pupils make a contribution to the school by becoming anti-bullying counsellors, peer mediators, members of the school council or the eco-council encourages a strong sense of responsibility. The eco-council raises awareness of how the local issues of traffic and pollution have a global dimension. The 'Walk on Wednesday' initiative is proving very popular and is changing how pupils travel to school.

A weaker aspect of the curriculum is that pupils do not have enough opportunities to develop some computer skills, particularly in using databases and spreadsheets.

The very constructive links with the local specialist sports college and the professional football club are already resulting in a wider range of sporting opportunities for all pupils and their parents.

## **Care, guidance and support**

### **Grade: 2**

The school provides a good level of care and support. Teachers are particularly good at keeping track of pupils' personal development. The regular and recorded 'learning reviews', between teachers and individual pupils, give a good insight into each pupil's learning habits, behaviour and attitudes to work. Sensibly, the 'learning reviews' are

now beginning to be used even more effectively to keep track of pupils' academic progress.

The constructive and worthwhile relations, evident throughout the school, provide a secure base for the systems to ensure pupils' welfare. Procedures for keeping pupils safe are secure.

## **Leadership and management**

### **Grade: 3**

The leadership and management of the school are satisfactory.

There has been considerable improvement in the last twelve months to strengthen the procedures the school uses to check on its own effectiveness. This relatively recent activity was provoked by the unexpectedly low levels of achievement referred to earlier. The school now has much more secure information about how all pupils are progressing and about the quality of teaching throughout the school. This information is being used in a sensible manner. For instance, it is being used to set challenging targets for both pupils and teachers, to identify which pupils need extra support or to see which elements of the curriculum need greater emphasis. However, there is still some work to do to make sure that the systems currently being put in place are consistently applied, and regularly used, throughout the school. Although it is early days, there is already evidence that the improved awareness of performance data is resulting in better provision. More regular booster classes have been introduced and there is an increased focus on making sure that how well pupils are doing is taken into account when planning the next steps in learning.

Because of these improvements, the school has a sharper view of its own effectiveness than it did twelve months ago. This view is informed by the opinions of pupils and parents gathered through discussions and questionnaires.

The school's capacity to improve over the longer term has also been demonstrated and governors have played a full part in this. Since the last inspection a building programme has improved the facilities, and standards at the end of Year 2 are now closer to the national average.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
--	-----------------------	--------------

### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Thank you for talking to us about your work and the things you do in school during our recent visit. We very much enjoyed meeting all of you and spending time in your lessons. As a result of our visit, we have identified a number of things that we think the school does well and a few things that it could do even better.

The good things include the following:

- You enjoy school and behave very well. You get on well together and, when you are asked to do so, you work very successfully with a partner or a group.
- Teachers plan interesting things, particularly during special projects, when classes do different things from normal.
- You are given some good opportunities to learn about life in other countries.
- You are very committed to looking after the environment and encouraging other children to walk to school and keep active and healthy.
- Teachers meet you regularly to help you to do well and to make sure you are feeling happy about their work. You are looked after well.

This is what we have suggested to make the school even better:

- Teachers will pitch work at the right level for all of you throughout the lesson.
- You need to have more opportunities to use computers, particularly to help you learn more about databases and spreadsheets.
- We would like the school to check even more carefully that everyone learns as much as they can.

Once again, thank you very much for your help during our visit and good luck to all of you in the future.