

Lockleaze Primary

Inspection report

Unique Reference Number	134914
Local Authority	Bristol, City of
Inspection number	316293
Inspection dates	24–25 June 2008
Reporting inspector	Alex Baxter

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	237
Appropriate authority	The governing body
Chair	Robert Smith
Headteacher	Gareth Simons
Date of previous school inspection	Not previously inspected
School address	Brangwyn Grove Lockleaze Bristol BS7 9BY
Telephone number	01173 772840
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Age group	3–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This primary school is broadly average in size and was established in 2006 following the amalgamation of two adjacent schools. It serves the needs of pupils in the local area. Children's attainment on entry is exceptionally low, especially in communication, language and literacy and in personal, social and emotional development. The proportion of pupils with learning difficulties and/or disabilities is above average. Most pupils come from a predominately White British background and the proportions of pupils from minority ethnic backgrounds or with English as an additional language are slightly below average. The school contains its own purpose-built Nursery class and incorporates a very recently opened Sure Start children's centre.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Lockleaze Primary School has done well to establish a satisfactory quality of education for its pupils. In the relatively short time it has been opened this newly amalgamated school is improving well. This is because leaders and managers are tackling what needs to be done to bring about improvement; efforts appreciated by a typical parent who wrote, 'I am impressed by the growth of the school.' Documentary evidence shows clearly that standards were exceptionally low at the time of the amalgamation and the school still carries a legacy of underachievement. Despite this, it is lifting pupils' aspirations of what they can achieve.

Within the school's good leadership and management, the skilled and determined leadership of the headteacher has been the driving force behind the many developments which have taken place since the school was opened. There have been major improvements in teaching and learning, the curriculum and the way pupils are cared for and supported, and all of these areas are now satisfactory. In response, pupils' behaviour, attitudes to learning and their willingness and ability to communicate orally with others have improved greatly. In addition, improved Foundation Stage provision, which is now sound, and the recent opening of the children's centre, also show the school's good capacity to improve into the future.

Whilst the quality of teaching is still not entirely consistent, especially in using assessment to match work to pupils' levels of attainment, pupils across the range of abilities and backgrounds are now making at least satisfactory progress in all classes. There are also examples of good and very good teaching in various classes, which are helping an increasing number of pupils make even better progress. However, given the children's exceptionally low starting points on entry to the school, especially in communicating and relating with others, and partly because of underachievement in the past, standards remain very low by the end of Year 6 overall. Nevertheless, there have been good improvements in the pupils' basic vocabulary and numeracy skills, and in speeding up the development of their speaking and listening skills, their ability to convey ideas and show improved understanding. The school has introduced a range of new, well-considered initiatives. It is going to take some time though, before pupils catch up the ground they should have covered in previous years and reach the standards of which they are capable, especially in writing, and in solving problems in mathematics in Key Stage 2.

Pupils' personal development and well-being are good. This is because they receive sensitive, effective pastoral support. Pupils' spiritual, moral, social and cultural development is good, especially in lessons when learning involves practical activity, as in Foundation Stage classes, for example, where children happily share seesaws and large peddled toys. Pupils behave well, much enjoy school and readily talk about how it is improving and what they like best, such as 'Friday Activities'. They make good contributions to clubs, as members of the school council and in local events. Despite weaknesses in literacy and numeracy skills, the pupils' improved self-confidence and social awareness prepare them satisfactorily for future life. Although the school works hard to involve parents, not all parents are sufficiently engaged with the school in supporting their children's attendance and academic learning.

Effectiveness of the Foundation Stage

Grade: 3

Since the school opened, staff have been particularly effective in establishing a good balance of adult-led activity and activities chosen by the children themselves, and in promoting the

children's enjoyment of school. These are strengths in the provision, especially when Nursery and Reception classes come together to make good use of the school's extensive indoor and outdoor facilities. The quality of teaching and learning is satisfactory overall, as is the curriculum, which encompasses all the required areas of the Foundation Stage curriculum. Since children enter school with such low levels of skill, these skills are still exceptionally low on entry to Year 1 despite their satisfactory progress. Good pastoral support and warm relationships help children to make best progress in their personal and physical development. However, at times, particularly in the Nursery, adults do not develop learning sufficiently from the children's ideas or establish close enough links between planned activities and the children's previous experiences. As a result, progress slows on occasion. The newly opened children's centre is a promising development that is already supporting parents and enriching children's introduction to school life.

What the school should do to improve further

- Improve the pupils' handwriting, spelling and punctuation skills and, in Years 3 to 6, improve the pupils' ability to solve problems in mathematics.
- Sharpen the way pupils' work is checked so that activities are matched closely to pupils' needs and pupils are given more written guidance about how to improve.
- Strengthen the school's partnership with parents, so that more parents are actively engaged in promoting their children's good attendance and academic learning.

A small proportion of schools whose overall effectiveness is satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Pupils, across the range of abilities, achieve satisfactorily during their time in this school. However, because an above average number of pupils have learning difficulties and/or disabilities, or may have experienced slowed learning in the past, standards remain very low by the end of Year 6. Children make sound progress in the Nursery and Reception classes where regular routines help children to settle and learn. However, many children still have difficulty using words and numbers as they move into Year 1. Satisfactory progress continues through Years 1 and 2 and through Years 3 to 6, as a consistent focus on developing pupils' knowledge and understanding in using words improves their confidence and speaking and listening skills. Although improving, writing presents the greatest challenge and pupils' spelling, punctuation and handwriting skills are still too low and constrain learning in other subjects. Through Key Stage 2, pupils' ability to solve problems in mathematics remains another weakness. However, in response to more consistent teaching, an increasing number of pupils are making good progress, for example in mathematics in Years 1 and 2 and in writing in Year 6. Many pupils, through their oral responses, are also demonstrating sufficient levels of general knowledge and investigational skills in science.

Personal development and well-being

Grade: 2

Pupils and parents have recognised the improvement in behaviour and attitudes to learning since the school opened. Spiritual, moral, social and cultural development is good overall. Pupils behave well and relationships among pupils and adults are good. Pupils feel valued, develop

self-confidence and much enjoy coming to school. As one pupil said, 'Our teachers make learning fun.' Pupils have learned well how to be safe and remain healthy. They play an active part in the life of the school through the school council, which makes suggestions as to how the school can improve. Pupils also contribute well to their community and raise money for charities as well as additional school resources. Even though pupils have weaker academic skills, the school's success in raising pupils' aspirations of what they can achieve prepares them satisfactorily for the future. Attendance is satisfactory but, despite the school's good efforts, remains below that found nationally. This is because a significant number of parents still withdraw their children from school too often.

Quality of provision

Teaching and learning

Grade: 3

Accurate monitoring and support for teaching continue to bring substantial improvements in its quality and in pupils' learning; for example, strengthened classroom management and valuing pupils' efforts have improved pupils' behaviour and attitudes in lessons. By sharp questioning, teachers and their assistants are more precisely developing the pupils' awareness of letter sounds, words and sentence formation, and are bridging gaps in previous learning. Teaching is particularly effective in the Year 6 classes where teachers present a lively challenge and take good advantage of the pupils' increased maturity and willingness to respond. Across the school, strengths include warm relationships and the encouragement of pupils' speaking and listening skills. Increasingly, teachers are making good use of resources such as interactive whiteboards to raise pupils' interest. Teaching assistants are deployed well, especially to help pupils with learning difficulties and/or disabilities. Although improving, there is still inconsistency in teaching and learning from class to class and across subjects. Whilst some teachers develop pupils' ideas well and use assessments of pupils' work effectively to inform their planning, to target and meet pupils' differing needs and to give written feedback on how to improve, not all do so to best effect. At times, this constrains pupils' writing and problem solving skills.

Curriculum and other activities

Grade: 3

There is a strong commitment to developing pupils' learning through enjoyable practical activity, especially, for example, during the 'Friday Enrichment Afternoons', and this is proving very beneficial. Learning through topics, drama and 'carnival' are also bringing relevance to pupils' needs and interests. At times, though, the curriculum is not matched sharply enough to pupils' capabilities and does not enable them to follow their own lines of enquiry and this slows progress. The school provides a good range of learning activities, including a variety of clubs and visits, and these promote pupils' personal development and well-being well. There is an effective focus on pupils' literacy and speaking and listening skills across the range of subjects. However, the further development and use of numeracy skills is less established in solving 'real-life' problems and this inhibits progress. The school has strengthened its accommodation, facilities and resources since it was opened. Examples include the Foundation Stage facilities, information and communication technology equipment and, increasingly, the children's centre, and these give good support to pupils' learning. However, as with other initiatives, they have not been in place long enough to promote pupils' skills to the full.

Care, guidance and support

Grade: 3

Pastoral care, especially in safeguarding and promoting pupils' welfare, is good. The caring ethos means that pupils feel safe, supported, cared for and valued, and have positive attitudes to learning. There are good links with other agencies, especially for pupils with learning difficulties and/or disabilities, and pupils who have emotional needs. Effective specialist sessions help pupils who need extra support with their learning, many of which are led by learning support assistants. Increasingly, pupils receive consistent oral guidance on how they can improve their work. At times, there is not enough written guidance to show pupils how to improve or to help them understand what they capable of achieving. The school is working well to develop links with parents and these are improving. However, not enough parents are actively involved in supporting good attendance and their children's learning.

Leadership and management

Grade: 2

The headteacher gives a strong lead and receives good support from senior staff and governors. Their effectiveness as a team is already evident in pupils' improved behaviour and in the improving rate of pupils' progress, for example, in speaking and listening. Other staff are also helping to strengthen teaching and learning and to extend curricular activities in their areas of responsibility. The chair of governors works closely with the headteacher, and ensures that the governing body is well informed and is effective in its monitoring role as a 'critical friend'. The school has good procedures to evaluate its effectiveness and to secure pupils' welfare. Leaders and managers identify the right priorities for development. They set suitably challenging targets to raise aspirations and achievement, and against which the headteacher and staff hold themselves accountable. However, as with other features in this relatively new school, these strategies need to be in place longer before standards can be raised to a satisfactory level.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	NA
How well does the school work in partnership with others to promote learners' well-being?	3
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

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

The quality of provision

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

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

25 June 2008

■ Dear Pupils

Inspection of Lockleaze Primary School, Bristol, BS7 9BY

We enjoyed our visit and the friendly way that you greeted us. We would like to thank those of you who so willingly shared your views with us, particularly members of the school council. We were very interested to hear what you had to say about your school. These are the main things we found.

- Lockleaze is a satisfactory and improving school. Your headteacher, with good support from senior managers, leads the school well and is encouraging staff to work as a team to bring the help you need to make better progress.
- You behave well, are good at living healthy, safe lives and much enjoy a sound range of learning activities which include a good emphasis on practical work.
- The staff care for you well, appreciate your efforts and help you to make good contributions to your school and local community.
- Teaching and learning are satisfactory overall. You make steady progress. Most of you do well in developing your speaking and listening skills. Some of you in Years 1 and 2 are doing well in mathematics. To help the school to become better, we have asked the headteacher, senior managers and teachers to do three things.
- Provide you with the teaching and support you need to improve your writing, especially your spelling, punctuation and handwriting skills, and for many of you in Years 3 to 6, to improve your ability to solve problems in mathematics.
- Strengthen the way your work is checked so that the learning activities and guidance you are given set the right challenge and show you how to improve.
- Encourage more parents to make sure you all attend more regularly and to help you with your schoolwork.

You can help by always giving of your best.

Thank you once again, and best wishes for the future.

Yours sincerely Alex Baxter Lead inspector



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You can help by always giving of your best.

Thank you once again, and best wishes for the future.

Yours sincerely
Alex Baxter
Lead inspector