

Luckwell Primary School

Inspection report

Unique Reference Number	108944
Local Authority	Bristol, City of
Inspection number	324864
Inspection dates	28–29 January 2009
Reporting inspector	Michael Barron

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	203
Government funded early education provision for children aged 3 to the end of the EYFS	30
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Jon Gregory
Headteacher	Sue Roberts
Date of previous school inspection	2 May 2006
Date of previous funded early education inspection	2 May 2006
Date of previous childcare inspection	Not previously inspected
School address	Luckwell Road Bedminster Bristol BS3 3ET
Telephone number	01179 664758
Fax number	01179 631105

Age group	4–11
Inspection dates	28–29 January 2009
Inspection number	324864

© Crown copyright 2009

Website: 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

This is a school of slightly below average size, located in a suburb of Bristol. Nearly all pupils are of White British heritage and all speak English fluently. Pupils enter the school's Reception class at the age of four. The percentage of pupils with learning difficulties and/or disabilities fluctuates from year to year but is currently below the national average, whilst the percentage of pupils eligible for free school meals is also lower than average. The school has gained Healthy School Status and Eco Green Flag status as well as an Intermediate International Award in recognition of its links with other countries. The headteacher was appointed in April 2008, having been the acting headteacher during the previous year.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school. It has an inclusive and supportive ethos and parents value the good level of care the school provides. 'My boy has loved school since the day he started. He feels very secure and happy there' is typical of the positive comments in parents' questionnaire returns.

The school is led by a dedicated and conscientious headteacher who has provided a clear vision and direction for improvement since her appointment. She has worked well with staff and governors to ensure the school has regularly analysed and evaluated its performance accurately to ensure any gaps in pupils' learning have been quickly rectified. As a result, pupils' achievement has improved considerably since the last inspection. It is also a clear indication of the school's good capacity to improve in the future. Standards are presently above average overall and pupils, including those with learning difficulties and/or disabilities, achieve well and make good progress in all year groups because of consistently good teaching. However, standards in writing are not as high as standards in other subjects. This is because children, especially boys, often enter the school's Early Years Foundation Stage (EYFS) with writing skills considerably below those expected for their age. Even though they make the same good progress as girls in developing these skills as they progress through the school, standards in writing, especially boys' writing, are still below standards in other subjects in Year 6.

Personal development and well-being are good and this is evident in pupils' good behaviour and positive attitudes to learning. The overall quality of pupils' spiritual, moral, social and cultural development is good. Pupils understand the need to stay safe and keep fit and healthy. They enjoy school and this is reflected in their above average rates of attendance. Pupils list art and literacy amongst their favourite subjects but say they do not like science because they have limited opportunities to carry out investigations and experiments. However, pupils' good progress in developing skills in numeracy, information and communication technology (ICT) and literacy, together with their good understanding of individual and collective responsibility, means they are well prepared for future life.

The curriculum is good. It has been thoroughly analysed and altered recently to ensure it meets the needs of pupils more effectively. The quality of care, guidance and support is also good and contributes effectively to pupils' academic and pastoral well-being. The school makes good use of its procedures to track how well individual pupils are performing in order to ensure they make the progress of which they are capable. However, when teachers mark pupils' work, they do not consistently provide pupils with ideas about how they could improve.

Leadership and management are good. The school's leadership team provides the headteacher with good support. The governing body fulfils its duties well even though it has undergone a period of recent changes to its membership. It is once again beginning to offer a good level of challenge to the school.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children enter the school with skill levels below those expected for their age, especially in some aspects of their mathematical and language development. The trend in recent years is for boys to enter the school with lower writing skills than girls. Children make good progress and achieve well in the school's Reception class because the quality of teaching is good and caters for the needs of all children effectively, regardless of their ages or abilities. As a result, children usually

attain the expected goals in nearly all areas of learning and enter Year 1 with average standards overall. However, standards in writing, especially boys' writing, lag behind the standards children attain in the other areas of the EYFS curriculum.

Progress in personal, social and emotional development is good. Children are happy to share and take turns and join in activities enthusiastically. The EYFS class teacher is a good leader who manages the EYFS well. She has worked well to ensure the classroom provides children with a stimulating learning environment. Lessons effectively blend opportunities for children to work independently as well as with adult direction and this adds to their enjoyment of learning. Recording of children's progress is thorough and used well to plan the next steps in learning. Staff work effectively to ensure there is always a strong emphasis on ensuring children's welfare at all times whilst building up children's skills in all areas of learning. However, the EYFS outdoor area is drab and, whilst functional, does not provide children with the same stimulating environment as their classroom.

What the school should do to improve further

- Implement strategies to improve standards in writing, especially boys' writing, throughout the school.
- Provide pupils with regular practical opportunities to develop the skills associated with scientific enquiry.
- Ensure teachers' marking consistently provides pupils with effective guidance about how to improve their work.

Achievement and standards

Grade: 2

Pupils of all abilities achieve well because good teaching helps them to build effectively on previous learning. Pupils make good progress throughout the school and standards are above average overall, with pupils on course to meet or exceed the challenging targets set for them in the national tests in Year 6. Even so, the school is not complacent and is aware of the need to raise attainment in writing throughout the school if standards in writing, especially boys' writing, are going to match standards in other subjects by Year 6.

However, inspectors agree with pupils when they describe science lessons as 'boring' as their work is usually restricted to the acquisition of knowledge and facts. They have few opportunities to carry out experiments or other practical work and this limits the development of their scientific enquiry skills.

Personal development and well-being

Grade: 2

Pupils describe school as a friendly place where adults make them feel wanted. They are keen to learn and comment that they enjoy all aspects of school life. They feel part of a wider community and say the school council gives them a voice in school affairs. As they grow up, they acquire a wide range of relevant skills that equip them well for the future. Pupils of all ages play well together and display a good level of concern for the safety and well-being of others. They feel safe from bullying and know there is always someone to turn to if they have a problem. The quality of their moral and social development is particularly strong and is reflected in pupils' good attitudes and their positive community spirit. Although pupils' spiritual development is satisfactory, their cultural development is good. A wide variety of visitors to

the school and visits to places of interest, including visitors from abroad and trips to places of interest, for example to the Houses of Parliament, effectively build up pupils' knowledge of the world in which they live. As a result, pupils display a growing understanding of the diversity of cultures in both Britain and the wider world.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good. Pupils make good progress because class teachers work well with their teaching colleagues and effective learning support assistants to ensure all pupils, regardless of their needs or abilities, receive the help they require in order to make similar progress to all others. However, teachers are aware of the continued need to raise attainment in writing, especially boys' writing, if standards in writing are to match standards in other subjects. Relationships between staff and pupils are very positive and this has ensured that pupils have good attitudes towards learning. Lessons are well organised and teachers deploy a variety of methods, for example using interactive whiteboards effectively, to make learning interesting for pupils, who say they enjoy most lessons, with the exception of science.

Curriculum and other activities

Grade: 2

The curriculum is broad and balanced. It links subjects together well and makes lessons interesting for pupils who say they like this approach to learning and the fact they have opportunities to develop their literacy, numeracy and ICT skills in other subjects. The school provides pupils with a diverse programme of enrichment activities, including after-school clubs, which pupils say they enjoy. The good standard of pupils' work on display provides clear evidence of a broad and balanced curriculum and that pupils' achievement is not restricted to test results. Good planning and provision for personal, social and health education ensure pupils are well aware of the importance of keeping fit and healthy. Provision for pupils with learning difficulties and/or disabilities is good and helps these pupils to make good progress.

Care, guidance and support

Grade: 2

Parents value the good quality of care the school provides for their children. It contributes well to pupils' sense of well-being and is the basis for their good personal development. Typical of the comments from parents was, 'I have been very impressed with the level of care and the information teachers provide me with.' Parents are confident there is always someone for their child to approach if they have a problem. Good induction and transfer arrangements help pupils settle quickly into new routines. Child protection procedures meet current government requirements whilst health and safety routines and risk assessments are robust. The school has developed and implemented effective procedures to assess and track pupils' progress and uses these well to set individual pupils challenging targets for improvement. However, the quality of teachers' marking is inconsistent and does not always effectively guide pupils on how to improve their work and this can have an effect on pupils' progress.

Leadership and management

Grade: 2

The quality of leadership and management is good and this is reflected in the quality of the school's self-evaluation. The headteacher and staff have been thorough in implementing improvements during the last two years. They have been well supported by the governing body, which has undergone a period of change to its membership. Recently appointed governors are now fulfilling their duties well and the governing body is once again beginning to offer a realistic level of challenge to the school.

The quality of the school's work to promote community cohesion is good. The school has built up effective links with the local community and uses these well to develop pupils' awareness of their responsibilities as good citizens. Resources are good and used well to aid learning. Links with external agencies are good and support pupils' learning effectively, particularly for pupils with learning difficulties and/or disabilities.

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.

Annex A

Inspection judgements

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

Overall effectiveness

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

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are 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
The extent to which learners enjoy their education	2
The attendance of learners	2
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	2

The quality of provision

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

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 eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

30 January 2009

Dear Pupils

Inspection of Luckwell Primary School, Bristol BS3 3ET

Thank you for making us feel very welcome during our visit to your school. You were very friendly and we quickly realised why you like coming to school so much. We really enjoyed our two days, especially when we talked to some of you about what you like the most about your school. We also enjoyed seeing you play, dance and sing well together in the playground at lunchtimes.

Here are some of the things we particularly like about your school:

- Yours is a good school which gives you a good start to your education.
- Good teaching helps to make sure you make good progress.
- Your personal development is good and you know why it is important to eat healthily and exercise as often as you can.
- The quality of care and support you receive from the school is good.
- You all enjoy school, behave well and are very polite.
- Your headteacher, staff and school governors are working hard to make sure that your school continues to improve in the future.

We believe your headteacher and teachers can make your school better. We have asked them to do the following:

- Help pupils, especially boys, reach the same standards in writing as they do in other subjects.
- Make sure you have regular opportunities to do more practical work in science in order to improve your investigating skills.
- Ensure teachers' marking always shows you how to improve your work.

Once again, thank you for making us feel so welcome in you school and remember you can help your school to get even better by continuing to work hard.

Yours faithfully

Michael Barron Lead Inspector