

Luckington Community School

Inspection report

Unique Reference Number	126200
Local Authority	
Inspection number	340940
Inspection dates	2–3 March 2010
Reporting inspector	Martin James

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

Type of school	Nursery
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	45
Appropriate authority	The governing body
Chair	Lesley Bennett
Headteacher	Julia Hind
Date of previous school inspection	7 November 2006
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Introduction

This inspection was carried out by one additional inspector. Most of the available time was spent checking on pupils' learning. The inspector visited seven lessons, and a number of shorter visits were also made to classrooms to look at, for example, samples of pupils' work. Four members of staff were observed teaching. The inspector held meetings with the Chair of the Governing Body, staff and pupils. He observed the school's work and looked at a wide variety of documentation, including teachers' planning, the school development plan, monitoring and evaluation sheets, assessment records, safeguarding information and the reports from the School Improvement Partner. The responses from the pupils' and staff questionnaires were analysed, as were the responses from 29 parents and carers.

The inspector reviewed many aspects of the school's work. He looked in detail at the following:

- the extent to which teachers make suitable allowance in their planning for the different needs of pupils
- the respective performance of boys and girls
- the school's development of national and global links to enhance community cohesion
- whether the school buildings and accommodation have any negative impact on children's learning in the Early Years Foundation Stage.

Information about the school

Luckington is much smaller than most primary schools. Almost all pupils are from a White British background. The proportion of pupils with special educational needs and/or disabilities is broadly similar to the national average. The Early Years Foundation Stage consists of Reception pupils who are integrated into one class with pupils from Years 1 and 2. There is also an independent pre-school on the same site. This facility was not part of this inspection. In recognition of its work, the school has received Healthy School Status and the Activemark award.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school, where pupils achieve well. It also has some exceptional features that result in outstanding outcomes for pupils overall. Pupils greatly enjoy school and their behaviour and attitudes are exemplary. They feel extremely safe and adopt exceptionally healthy lifestyles. Pupils contribute very well to the local community, with the school being very much part of that community. Care, guidance and support are also outstanding, with the safety of its pupils being a high priority. Parents and carers are exceptionally positive about the school. For example, one said: 'We could not have chosen a better school for our daughter, who is thriving in every way.' During their time in the Early Years Foundation Stage children achieve well, and they reach average, and occasionally higher, standards by the time they leave the Reception Year. Pupils continue to make good progress through Years 1 to 6 and by the end of Year 6, attainment is above average in all key subjects.

Good teaching and a good curriculum are crucial factors in pupils' good progress. In class, relationships are strong, teaching assistants are deployed well and teachers make good use of a variety of resources and strategies to make the lessons interesting. Teachers generally plan well for the varying ages and abilities of pupils in their classes. However, on occasions, they do not make adequate use of assessments on how well pupils are doing to set work which challenges those who are more able. The curriculum contributes well to both pupils' progress and their enjoyment of school. It is interesting and varied, and helps to make the pupils very aware of the need to follow a healthy lifestyle. The school has done much to promote community cohesion, both in school and locally. However, there is still scope to improve pupils' understanding of the cultural diversity to be found within the United Kingdom and internationally.

The headteacher, other members of staff and governors are a dedicated team, committed to improving the provision they make for their pupils. Self-evaluation is successful in pinpointing where improvement is needed and the school has moved on significantly since the previous inspection. The improvements that have been made since that inspection, and the quality of the current provision, show that the school has a good capacity to improve even further.

What does the school need to do to improve further?

- Make better use of assessment information to:
 - ensure that the work provided for more able pupils is always challenging.
- Extend provision to promote community cohesion by:
 - providing more opportunities for pupils to find out about, and communicate with,

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people from cultures and backgrounds different from their own, both within the United Kingdom and globally.

Outcomes for individuals and groups of pupils

1

Pupils really enjoy their learning, and in all lessons observed they were fully engaged. The work seen in classrooms shows that their achievement is good, with the result that attainment at the end of Year 6 is above average. In an English lesson seen in Key Stage 2, the clear and helpful explanation by the teacher on the use of punctuation ensured that pupils later employed this well in improving their written work. Pupils with special educational needs and/or disabilities also achieve well. In a mathematics lesson observed in Key Stage 1, for instance, the teacher was most careful to include them fully in discussions, so that they knew exactly what was expected of them. Boys and girls perform equally well. The pupils' achievement, together, for example, with their confidence in working collaboratively with others, means that the school is preparing them well for their future economic well-being.

Pupils clearly like school very much, and this is reflected in their outstanding behaviour and high levels of attendance. They have very sensible attitudes to their work, and they are polite and courteous. They eat fruit and healthy meals, and they readily take part in physical exercise opportunities. They say they are pleased to have contributed towards the school's Healthy School status. Pupils' spiritual, moral and social development is strong, although their understanding of the multicultural society in which we live is less well developed. Pupils readily and conscientiously take on the very many responsibilities that the school offers them. They are proud to be members of the Power of the Pupils Group, and they speak with particular enthusiasm about their role in interviewing prospective members of staff. Pupils are also very involved in the local village community. They take part in, and arrange, activities such as singing for local residents. Through their involvement with a local farm they have learnt about agricultural methods and planted trees.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being Taking into account: Pupils' attendance ¹	2
	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers provide interesting lessons for pupils, using a good range of resources and strategies. Relationships are a particular strength and, as a result, pupils are exceptionally well behaved, keen to learn and ready to work hard. Teachers make good use of the interactive whiteboards to motivate pupils and to develop their understanding. Teaching assistants are well deployed to promote learning. Teachers use information on how well pupils are doing to plan carefully for the varying needs of the different ages and abilities of pupils in their class. However, occasionally, this is not done so successfully for more able pupils, with the result that the work sometimes does not stretch them enough. Pupils are provided with detailed targets for improving their work in English and mathematics, although discussions with pupils suggest that some know these better than others. Marking is successful in clarifying for pupils how to develop their work further, and it has improved significantly since the previous inspection.

Pupils speak enthusiastically about the excellent range of outings and after-school clubs that enhance the curriculum. Pupils also benefit from the learning opportunities provided in the school's own grounds and in the village. A particular strength is the provision for music, where all Key Stage 2 pupils learn to play the recorder. The school is rightly developing cross-curricular links to produce a more innovative and exciting curriculum. As one pupil noted: 'We really enjoyed our topic on Castles and Dragons.' The exceptional care, guidance and support provided for pupils contribute very well to both their enjoyment and their learning. Safety checks and risk assessments are carried out rigorously. Effective arrangements are in place to ensure the smooth entry of pupils into the school, as well as into secondary school when they leave. Pupils who join the school midway through the year are helped to settle quickly into their new surroundings. Pupils are regularly reminded about the need to take care, for instance when using computers.

These are the grades for the quality of provision

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The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher, supported well by other members of staff, has been successful in creating a very caring and happy environment for the pupils. Exceptional care is also taken to ensure that no form of discrimination is evident in the school and that equal opportunities are promoted highly effectively. Weaknesses in the recent performance of some boys have been successfully tackled and the gap between the achievement of boys and girls has been eliminated. Safeguarding procedures are consistently and effectively applied to ensure that all pupils are well protected. The school's self-review has been accurate in identifying strengths and areas for development, and there is clearly a strong ambition to improve. Community cohesion is promoted well in the school. There are exceptional community links both in school and locally. However, the school recognises that links beyond the local community are not so well developed. A start has been made through contacts having been established with a school in Bristol. Teachers demonstrate a good understanding of their role in leading the various subjects for which they have responsibility, and they have actively supported strategies for making improvements. Governors keenly monitor the progress that pupils make as they move through the school. There are exceptionally good working relationships with parents and carers, as well as with the pre-school which occupies a site in the school grounds. The links with the pre-school not only allow for the ready transfer of information and sharing of resources, but also greatly ease the children's transition from the one establishment to the other.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

When children start the Reception Year their knowledge and skills are similar to those expected, although in some years they are lower. Through the year they achieve well and, by the end, attainment is broadly average and occasionally higher. The children are very happy in school; they enjoy themselves and they particularly value the company of the older children in the class. Their behaviour is excellent and, for example, they are very keen to get on and do their best with their written work. The staff work hard to create a friendly and caring learning environment, and the children also benefit from the good links that are established with both parents and carers and the pre-school. Adults provide the children with a good balance between teacher-led activities and opportunities for them to choose for themselves. Adults take every opportunity to help children develop their various skills. The children tackle their work with enthusiasm. However, occasionally a very small number find it difficult to maintain concentration on the tasks they have chosen, which slows their learning. Staff know the children well, and the frequent observations and assessment of their progress result in fresh, well-matched tasks.

A good range of resources is provided, with the outdoor area being used in all aspects of the curriculum whenever possible. This area is very small. It has no covered area, which limits its use in inclement weather. However, staff work hard to ensure that this does not adversely affect learning. The leader uses her specialist knowledge and enthusiasm well in making good provision for the children. Other adults support her well in providing for their various needs. The provision made for the welfare of the children is exceptional.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

An overwhelming majority of parents and carers were positive about the school's

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provision, both in terms of the care the school takes of their children and the progress it helps them make. Comments such as, 'I am extremely happy with my children's education and welfare,' and, 'A very happy, friendly school,' confirm their view. No significant concerns were raised.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Luckington Community School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspector received 29 completed questionnaires by the end of the on-site inspection. In total, there are 45 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	16	55	13	45	0	0	0	0
The school keeps my child safe	24	83	5	17	0	0	0	0
The school informs me about my child's progress	12	41	16	55	0	0	0	0
My child is making enough progress at this school	16	55	12	41	0	0	0	0
The teaching is good at this school	17	59	11	38	0	0	0	0
The school helps me to support my child's learning	14	48	13	45	0	0	0	0
The school helps my child to have a healthy lifestyle	19	66	10	34	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	12	41	14	48	1	3	0	0
The school meets my child's particular needs	13	45	14	48	1	3	0	0
The school deals effectively with unacceptable behaviour	11	38	16	55	0	0	0	0
The school takes account of my suggestions and concerns	15	52	13	45	0	0	0	0
The school is led and managed effectively	19	66	9	31	0	0	0	0
Overall, I am happy with my child's experience at this school	20	69	9	31	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



4 March 2010

Dear Pupils,

Inspection of Luckington Community School, Luckington, SN14 6NU

Thank you for making me so welcome when I came to inspect your school. I enjoyed my visit and it was a pleasure talking to you. I especially liked joining you for assembly, and I also enjoyed coming into your lessons. I am writing to tell you what I found out about the school, what is good and what could be made better. Overall, you are in a good school, where you are making good progress with your work. The headteacher and other staff know what they need to do to make the school even better.

These are some of the strengths of the school.

- Children in Reception make a good start.
- Teaching is good and you are provided with lessons which you really enjoy.
- Your behaviour and your attitudes to your work are excellent.
- You have a very good understanding of how important it is to eat healthy food and take exercise.
- The staff know you very well and take very good care of you.
- Your parents are very pleased with the school.

These are things the school has been asked to improve.

- Make sure that the work you are given in lessons makes you think hard, particularly for those of you who are capable of reaching the highest standards.
- Give you more opportunities to become aware of people from different communities and cultures, in both this and other countries.

You can help too, for example, by telling your teacher if you think the work you are given is too easy for you.

I wish you all good luck for the future.

Yours sincerely,

Martin James

Lead Inspector

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