

Inspection of a good school: Luckington Community School

Luckington, The Green, Chippenham, Wiltshire SN14 6NU

Inspection date:

9 May 2024

Outcome

Luckington Community School continues to be a good school.

What is it like to attend this school?

Pupils flourish at Luckington Community School. They report that the school is 'a lovely small school where you know all the other children and everyone is your friend.' The school has developed a set of golden values. These help pupils to build positive relationships with adults and each other.

High expectations for behaviour are clear and consistently applied. As a result, pupils behave exceptionally well. Pupils are focused and respectful. They are polite to each other and to visitors. Pupils celebrate difference and socialise happily together. There is a calm and purposeful environment in classrooms and around the school.

The school prioritises pupils' personal development. Pupils value the wide range of extra-curricular activities available to them. The school ensures that all pupils can participate. Pupils also enjoy a variety of trips to enhance the curriculum. They have many opportunities to take part in sporting tournaments and festivals. Pupils enjoy representing their school.

Pupils feel safe. They learn how to stay safe online and in the wider community. Pupils feel confident to share any worries with trusted adults in school. They say that adults listen to them and support them with any worries.

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

The school has designed a curriculum that is ambitious for every pupil to reach their potential. It is underpinned by the school's values. There is a focus on developing pupils' resilience and independence. Starting in the early years, it supports children to develop their understanding in all areas of learning. Pupils enjoy their learning and form positive relationships with each other. Expectations are high. Pupils meet these through demonstrating very positive attitudes to learning.

The school recognises that the curriculum needs further embedding. For example, in some foundation subjects the school has not yet identified the precise knowledge it wants pupils to know and remember. As a result, pupils do not always gain the depth of understanding they need to make links with previous learning. In some subjects, assessment is not always used with enough precision to check what all pupils know and remember. This makes it harder for pupils to build on what they already know.

The school has implemented an effective reading programme. This starts in the early years and continues into key stage 2. Teachers assess pupils regularly to ensure they build their phonics knowledge well. Pupils become fluent readers. Staff have the expertise they need to teach phonics effectively. The school ensures that pupils practise their reading regularly, both in school and at home. Pupils enjoy the books their teachers share with them. The school has developed a reading list to widen pupils' understanding of diversity. Pupils are encouraged to read books which help to extend their vocabulary.

The school is aspirational for pupils with special educational needs and/or disabilities (SEND). These pupils are supported well. Learning is adapted to meet their needs. This means that pupils with SEND learn and progress through the curriculum as well as their peers.

The school places pupils' wider development at the heart of what it does. Pupils develop a compassion and respect for others. They understand that discrimination is wrong. Pupils say that everyone should be treated equally. They talk confidently about what British values mean and how they relate to their own lives. Pupils understand about healthy relationships and know what it means to be a good friend. They know how to keep themselves physically and mentally healthy. Pupils are well prepared to contribute positively to society as responsible, active citizens.

Pupils enjoy taking on leadership responsibilities across the school. They take their positions of responsibility seriously. Every pupil in this inclusive school is a member of a pupil council. One pupil stated: 'We have a voice and can express our ideas.' The pupil leadership groups make improvements to the school. For example, new playground activities have been introduced by the playground council.

Parents and carers overwhelmingly support the school. They value the wide range of clubs, trips and activities that are on offer. Parents appreciate how nurturing and inclusive the school is. Staff are very positive about the school. They work closely together and support each other well. Staff appreciate the steps that the school takes to support their well-being and workload. They are proud to work at the school. Relationships between staff, pupils, governors and parents are extremely positive.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some foundation subjects, the important knowledge that pupils need to learn and remember has not yet been precisely identified. This means that, over time, pupils do not build their knowledge well. The school needs to ensure that all subjects identify the knowledge that pupils must learn and when.
- Assessment is still being developed in some foundation subjects. It is not yet used well enough to check that pupils have remembered the knowledge they have been taught. As a result, some pupils do not build their knowledge well enough over time. The school needs to ensure that assessment is used effectively to check on pupils' understanding and use this information to inform future learning.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in November 2014.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years,

looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	126200
Local authority	Wiltshire
Inspection number	10313261
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	45
Appropriate authority	The governing body
Chair of governing body	Katherine Fisher
Headteacher	Julie Gingell
Website	www.luckingtonschool.co.uk
Date of previous inspection	26 June 2018, under section 8 of the Education Act 2005

Information about this school

- The school does not use any alternative provision.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors met with the headteacher and senior teacher for the school. The lead inspector held a phone conversation with the special educational needs coordinator. Inspectors also met with a range of teaching and support staff.
- The lead inspector met with representatives of the local governing board.
- The lead inspector held a phone conversation with a representative from the local authority.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered

the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

- The inspectors carried out deep dives in these subjects: early reading, mathematics and physical education. For each deep dive, the 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.
- The inspectors also discussed the curriculum in other subjects.
- The lead inspector listened to pupils in Years 1, 2 and 3 read to an adult.
- The inspectors observed pupils' behaviour in lessons and around the school site.
- The inspectors gathered parents' views by considering the responses to Ofsted's online survey, Ofsted Parent View, and by talking to parents before and after school. The inspectors also evaluated responses to Ofsted's staff and pupil surveys.

Inspection team

Matt Fletcher, lead inspector

His Majesty's Inspector

Caroline Musty

Ofsted Inspector

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