

Lytham St Annes Technology and Performing Arts College

Worsley Road, Lytham St Annes, Lancashire, FY8 4DG

Inspection dates 8–9 May 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Students' achievement in English and mathematics in 2012 was good. Attainment in a number of subjects, for example, English; mathematics; science; design and technology was above and sometimes well above the national averages.
- The current Year 11 is well set to make good progress. So too is the current Year 10 given their starting points and according to the school's wide-ranging and accurate tracking data.
- Teaching is good and a proportion is outstanding. No inadequate teaching was seen during the inspection. The strong teaching quality supports the good achievement secured by students.
- Students' behaviour and attitudes to learning in lessons and around school are good overall. They say they feel safe and cared for very well. Relationships with their teachers are strong, one student commenting, 'Teachers never give up on you.'
- Leaders and managers at all levels, including the governing body, know the school very well and are committed to improving it even further. The headteacher and his small, yet very effective, senior leadership team set a clear direction and monitor the school's performance regularly and with rigour.
- The overall effectiveness of the sixth form is good. A new leader is in post and the re-shaped curriculum is due to commence in September 2013. Comparative weaknesses in students' achievement have been addressed.

It is not yet an outstanding school because

- Teachers do not systematically or regularly use all the available information about students' abilities and progress to plan lessons that challenge all individuals.
- The sixth form curriculum is not currently providing students with wide enough experiences or opportunities to excel.
- A minority of teaching requires improvement.

Information about this inspection

- Inspectors observed 50 lessons and 50 teachers. Four lessons were jointly observed with senior leaders. Registration sessions were observed, as was one college assembly.
- Meetings were held with school leaders and managers, including three heads of college and six heads of department. Inspectors also met four groups of students representing all ages in the college. Discussions were held with four governors including the Chair of the Governing Body.
- There were no responses to the Ofsted on-line questionnaire (Parent View).
- Inspectors analysed 34 questionnaires completed by staff and took account of the school's own surveys of feedback from parents and students.
- Inspectors scrutinised a wide range of documents, including the school development plan, students' work, progress data, minutes of governing body meetings, staff performance information and records showing how the college cares for and protects its students. Inspectors also scrutinised procedures to enable the college to gain an accurate view of its performance.

Inspection team

Peter Cox, Lead inspector	Additional Inspector
Patrick Feerick	Additional Inspector
Andrew Henderson	Additional Inspector
Peter McKay	Additional Inspector
Fiona Burke-Jackson	Additional Inspector

Full report

Information about this school

- The college is much larger than the average sized secondary school with a sixth form.
- The proportion of students known to be eligible for the pupil premium is below the national average. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.)
- There is a much lower-than-average proportion of students from minority ethnic groups. Similarly, the proportion who speak English as an additional language is below that usually seen.
- The proportion of students supported at school action is less than half that seen nationally. The proportions that are supported at school action plus or with a statement of special educational needs are slightly below average.
- The school meets the government's current floor standards that set the minimum expectations for students' attainment and progress.

What does the school need to do to improve further?

- Continue to improve the performance of students in English and mathematics in Key Stage 4, so that an even greater proportion of them exceed their expected levels of progress and achievement by:
 - increasing the proportion of outstanding teaching and eliminate any teaching which requires improvement
 - ensuring that lesson activities planned by teachers are a better match to the abilities of all the students.
- Ensure the newly-shaped sixth form curriculum from September 2013 helps to accelerate the achievement of Years 12 and 13 students.

Inspection judgements

The achievement of pupils is good

- Students' prior attainment on entry varies and is overall broadly average. Over the last three years, attainment by the end of Year 11 has been above average overall and on occasions well above average in English and mathematics. This represents good achievement over time. The percentage of students securing the higher grades of A* and A in 2012 was much higher than that seen nationally, with particular success in science, art and design, design and technology, drama and statistics.
- Although an above average proportion of students make expected progress, the school's priority is for more students to exceed expected progress and attainment. Inspection evidence shows that students in the current Year 11 are on course to do just this.
- It remains the school's highest priority to improve on this measure and the school's accurate data and examinations already secured by students suggest the 2013 results will be much improved.
- The policy for entering students early for examinations is well considered. If students do not reach the highest grade possible, they are re-entered for the examination later in the year.
- There is a high level of awareness of the importance of literacy with adults and students. Whole-school themes are promoted across subjects and year groups and this was seen during the inspection where 'connectives' were the focus.
- High-quality school data identify students early who require extra support to improve their literacy. This is most successful in the main school with some provision in the sixth form. The impact is positive and the progress of few students is impeded by weak literacy skills.
- The attainment gap between those students known to be eligible for free school meals and their peers is closing rapidly. The attainment of these students in 2012 was above average and the result of the effective use of pupil premium funding to employ additional adults to support them in English and mathematics.
- Students who are disabled and those with special educational needs make equally good progress because their needs are accurately identified and the support received from staff is very effective. Students spoken to during the inspection were most grateful for the care and support provided by their teachers and heads of college.
- Achievement in the sixth form is improving. Attainment in 2012 of students taking their AS level examinations was the highest ever with a good proportion at grade A. Attainment at A-level is improving strongly.

The quality of teaching is good

- Good quality teaching helps secure good progress and students' improving attainment since the previous inspection. Outstanding teaching is evident in all three key stages and across a range of subjects. The overall good quality teaching and good acquisition of skills by the students, prepare them well for the next steps in education.
- However, there is a proportion of teaching that requires improvement, the majority of which is in Key Stage 3. For this reason, teaching is not outstanding.
- In weaker, less effective lessons, the level of challenge is not high enough. Too often students are given the same task to do, resulting in the most able finding the work too easy and not making the progress of which they are capable. Teachers do not always use the wealth of assessment data available to them to make sure students progress sufficiently well enough.
- Students consider teaching to be of good quality. They told inspectors that teachers were 'helpful and understanding' and they provide 'lots of opportunities to make learning interesting.'
- The teaching of mathematics is good. Students are successfully taught mathematical principles that prepare them well for the next stages in their education. Numeracy within other subjects is

evident, although less strong by comparison to the good literacy which helps develop students' confidence in oracy and reading widely. Students understand the benefits of reading for pleasure and the importance of extending their reading skills in order to improve their knowledge and understanding further.

- Some opportunities are missed to promote students' spiritual, moral, social and cultural development within lessons. For example, when a Year 10 music class was set the lesson objective to improvise a jazz melody and to understand that jazz has evolved into many different music styles, there was little consideration given to the cultural roots of this genre of music.
- Teaching in the sixth form is good and some seen during the inspection was outstanding. The quality of teaching is helping to drive better achievement in both Year 12 and Year 13.

The behaviour and safety of pupils are good

- Students' attitudes to learning are good, and they behave well in lessons and around the college. They are very considerate when using the narrow stairways in some areas and adhere well to the 'keep left' rule. Students listen well to one another and respect different opinions and viewpoints. They do not tolerate discrimination of any kind. Students are mostly attentive and when not, the teacher sensitively corrects this and they respond without any fuss.
- The majority of students, parents and staff who responded to questionnaires, consider behaviour to be good. The college considers the personal development of the students to be a high priority and staff have worked tirelessly to ensure that all achieve their potential in a safe, harmonious and caring environment.
- Good behaviour was seen in a college assembly. Students filed into the hall respectfully and in an orderly fashion and paid close attention to the address by students and staff, including the headteacher. On exit, the same high expectations were met and all left safely and quietly, with one year group taking their turn stacking chairs.
- Class registration periods are used purposefully to set the tone for the day and underline the schools high expectations of uniform and appearance, although not every student adheres to the school policy on this.
- There is little bullying and the college's data confirm this. Students know how to keep themselves safe in the variety of situations, including when using modern technologies. Students are actively involved in taking measures to improve safety, for example, their long-running campaign to reduce the speed limit outside the college.
- Attendance has improved as a result of the focussed energy of the college. Persistent absences have reduced significantly and overall attendance rates compare well with the national average.

The leadership and management are good

- The headteacher and his team have ensured sustained improvements since the previous inspection. Achievement continues to improve. Together with senior colleagues and middle leaders, the college is demonstrating good capacity to improve further. The college understands its strengths and weaknesses because the analysis of its performance is far reaching, accurate and honest.
- The management of the quality of teaching by senior leaders is of high quality. Lesson observations result in accurate judgements on the quality of teaching, as seen during the four jointly observed lessons. Well-constructed and sharply-targeted support is provided for staff when teaching falls short of expectations. There are weekly training sessions to help improve teaching quality.
- The curriculum is kept under constant review and adjusted when required. The college can point to curriculum changes which have resulted in improved outcomes for students, such as the offer of two and three science subjects in Key Stage 4, as well as a vocational science route. Each

student entering Year 10 meets with their parents and a senior member of staff to agree an individualised timetable of study.

- To date, the sixth form curriculum has allowed too many students to study academic subjects when they would have been better suited studying vocational subjects. This has resulted in some students studying courses for which they are not best suited. The newly-appointed sixth form leader has, with the senior team, reshaped the curriculum in order to provide all students with equality of opportunity of success. This new curriculum is to be introduced in September 2013.
- Pastoral systems are a strength of the main college and the sixth form. The college can cite many examples of helping students to successfully overcome sometimes significant barriers to learning.
- Middle leaders provide challenge and support to their colleagues. They have an honest and accurate view of the quality of teaching in their departments, and are using the wealth of accurate data with increasing effect when planning lessons that increasingly challenge and engage all students.
- Good attention is paid to the promotion of spiritual, moral, social and cultural development. The college system promotes much social development and the wide-ranging curriculum, particularly in the main school provides very secure cultural development. Relationships between adults and students are a strength of this highly inclusive college.
- There is some support from the local authority by invitation from the college.
- Safeguarding processes and procedures are rigorous and of a very high quality. All current requirements are met. The college promotes equality of opportunity well and rejects all forms of discrimination.
- **The governance of the school:**
 - Governors possess a good range of skills and a very clear understanding of the college's performance and of how it views itself. They are aware of the college's strengths and weaknesses, particularly in relation to overall achievement, the progress of all groups of students, such as those entitled to the pupil premium and also the quality of teaching. They regularly monitor the impact of expenditure in relation to pupil premium funding and have a firm understanding on how teaching is improved through the performance management processes. The governing body ensures that teachers only receive financial reward if they meet their classroom targets in relation to students' progress. The governors undertake regular and pertinent training to improve their effectiveness further.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	119740
Local authority	Lancashire
Inspection number	412499

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

Type of school	Secondary
School category	Foundation with Trust
Age range of pupils	11–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	1,618
Of which, number on roll in sixth form	283
Appropriate authority	The governing body
Chair	Lynne Davies
Headteacher	Philip Wood
Date of previous school inspection	1 March 2010
Telephone number	01253 733192
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