

Lytchett Minster School

Post Green Road, Lytchett Minster, Dorset, BH16 6JD

Inspection dates 11–12 June 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.

- All groups of students achieve well and make good progress from their starting points. Attainment by the end of Year 11 is above the national average.
- Students are well prepared for the world beyond school through the learning and experiences provided for them in the outstanding curriculum.
- Teaching is good. Teachers create a positive climate for learning and this supports students' progress.
- Students have good attitudes to their learning. They behave well and attend school regularly.
- The governing body is rigorous in the way that it provides both challenge and support for the school.
- The school leaders communicate their high expectations and ambitions consistently and clearly, which encourages the students to aspire and be ambitious.
- Leaders and managers are improving the ways that they check on students' achievement. This is leading to students making more rapid progress.
- The parents and staff hold the school in high regard and value the commitment and dedication of its leaders.
- The sixth form is outstanding. The students are achieving above the national average in both the traditional and vocational subjects which is preparing them very well for life at university, training and the world of work. It provides a rich and varied curriculum with many opportunities for enrichment beyond the classroom.

It is not yet an outstanding school because

- Not enough of the teaching is outstanding in Key Stage 3 and 4. Lessons are not always planned well enough to support the range of abilities of students so that all can make rapid and sustained progress.

Information about this inspection

- The sixth form and Year 11 students were not in school at the time of the inspection as the students were taking external examinations. However, their work was looked at, discussions with the leaders of the sixth form took place and the progress that students had made in their subjects was checked carefully.
- Inspectors saw 46 lessons taught by 43 teachers. Some of the lessons were observed with the senior leaders of the school. A range of students' work was looked at.
- Meetings were held with students and school staff, including middle and senior leaders. There was a telephone call with the Chair of the Governing Body and the school education partner.
- Inspectors looked at the 103 responses on the on-line Parent View survey and the results of the school's own survey of parents' and carers' views. The 105 responses to the staff questionnaires were analysed.

Inspection team

Kathy Maddocks, Lead inspector	Additional Inspector
Justine Hocking	Additional Inspector
Joseph Skivington	Additional Inspector
Glynis Bradley-Peat	Additional Inspector
Stephanie Matthews	Additional Inspector

Full report

Information about this school

- Lytchett Minster School is a larger than average school. In Year 9, thirty per cent of the students join from neighbouring middle schools.
- The school suffered from a lightning strike in December 2012, which seriously damaged some of the buildings and meant that not all students could come to school every day for the whole of the spring term.
- The proportion of students who are eligible for pupil premium, which is special funding for those entitled to free school meals, those in local authority care and children with a parent in the armed services, is below average.
- The proportion of disabled students and those who have special educational needs supported at school action is below the national average. The proportion supported at school action plus, or with a statement of special educational needs, is broadly in line with the national average.
- Nineteen Key Stage 4 pupils attend alternative provision in vocational subjects at The Bournemouth and Poole College on a part-time basis.
- The school meets the government's floor standards which set the minimum expectations for students' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching so that a greater proportion is outstanding.
- Accelerate progress by matching individual student's needs and providing greater challenge in lessons for all students.

Inspection judgements

The achievement of pupils is good

- Following a dip in standards in English and maths at the end of Key Stage 4 in 2012, the school's leaders have taken effective steps to improve progress. Students across the school, including those who join in Year 9, are now making good progress, as seen in their work during the inspection. Current students are on track to achieve at a higher level than last year. Students' attainment on entry to the school is variable; students generally start at a similar point to the national average and leave with attainment that is above the national average.
- The majority of students develop good skills in reading, writing and communication. Sixth formers support the younger students in their reading. The school is building on this successful support in literacy and has introduced a similar programme in numeracy support, although it is too early to see the impact of this.
- The regular review of information on students' achievement means that any student who is at risk of falling behind is very quickly identified and supported to put them back on track.
- Students are articulate and able to share points in discussion, ask relevant questions and express their own opinions.
- All students, including the most able, make outstanding progress in art, technology, communication studies and information technology. Progress for students in science is improving rapidly, especially at Key Stage 4 in the triple science classes. These subject areas provide high quality teaching that motivates them to do well.
- Most of the disabled students and those with special educational needs are making good progress.
- Students eligible for free school meals are supported well through the pupil premium and attain at the same level as other students in English and mathematics.
- The progress of students attending alternative provision is checked regularly, and shows they are achieving well.
- Students in the sixth form make excellent progress. They achieve exceptionally well in a variety of courses, including BTEC, AS and A level. The uncharacteristic dip in achievement in 2012 has been reversed and the quality of learning and progress for these students is outstanding.

The quality of teaching is good

- The excellent relationships between students and staff allow for a range of activities to be undertaken without risk of disruption.
- Where teaching is best, activities are exceptionally well planned, challenging and engaging. This was evident in an English lesson observed during the inspection for Year 8 pupils who were studying *Macbeth*. The teacher's high expectations and motivating tasks, tailored to the students' ability levels, resulted in them making outstanding progress.
- Students make less progress when the work set for them is too easy or too difficult. Leaders are aware of the need to make sure that all staff make the best possible use of information on students' achievement to plan work at exactly the right level of difficulty so that students make more rapid progress.
- The best marking provides good feedback and students are encouraged to enter a dialogue with the teacher on their understanding of topics and hints for improvement. It is not consistently strong in all subject areas, and so some students do not structure and organise their work effectively.
- Leaders have used robust selection processes to recruit and promote staff of high quality and this is having an impact in the core subjects of English, mathematics and science. Teachers have secure subject knowledge and are skilled in correcting any misunderstandings by the students.
- Students benefit greatly from the high quality of teaching in the sixth form. Teaching motivates

and inspires students to make outstanding progress.

- The impact of support from teaching assistants is, in the main, good, particularly where they are involved in planning and working with students on a regular basis. Most are successful in encouraging students to work independently and find out things for themselves.

The behaviour and safety of pupils are good

- The students' attitudes to learning are very positive and low-level disruption is uncommon. Where it does occur, there are clear policies which are both subtle and effective. Where teaching does not fully engage students, they sometimes lose concentration.
- There were no concerns expressed by staff and parents with regard to behaviour and safety; the responses were overwhelmingly confident in the school's expectations, care and guidance.
- Students recognise the importance of staying safe and have a good awareness of issues related to safety.
- Students have received comprehensive guidance on the dangers of cyber bullying and are aware of other forms. The heads of house are proactive in helping to make sure that good behaviour is maintained at all times.
- Attendance and persistent absence rates compare very favourably with the national average.
- Students are mature and responsible; they respect each other and the buildings and equipment.

The leadership and management are good

- High levels of ambition for the school are evident in all areas of leadership. Senior leaders have worked successfully to improve achievement and the quality of teaching and this shows the school's very good capacity for further improvement.
- The ability to deal with all eventualities has been tested and not found wanting. The damage to buildings, by the freak accident, has not hindered the progress of students. Effective education, in difficult circumstances, has been maintained.
- Staff performance is very well managed. Teachers are set clear targets to improve their work and links with pay awards are secure.
- Leaders have an accurate awareness of the quality of the school's work and have identified the most important priorities to move forward. They have been supported well by an external school education partner who has provided good quality advice.
- The curriculum is outstanding, both in the main school and the sixth form. The school provides a variety of courses and experiences that widen the horizons of the students and these enable them to be successful and ambitious. They are well prepared for the next stages of their education and the world of work. The provision for social, moral, social and cultural development is a real strength.
- The school has excellent provision for reading in two well-stocked libraries and literacy is now being promoted in a more cohesive way following staff appointments.
- **The governance of the school:**
 - The governing body, ably led by the Chair, has a thorough understanding of the school; the governors are aware of the information on the students, the strengths of the school with regard to teaching and what improvements are needed in order to make sure that the school compares favourably with other schools nationally. The governing body has a full understanding of the spending of the pupil premium funding and its impact on making learning more effective for the relevant students. Minutes of governing body meetings show that the governors question the actions of senior leaders and ensure that the school provides good value for money. Governors know how performance management is used, including links to pay and promotion, and make sure that pay awards are only given when appropriate.

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	113863
Local authority	Dorset
Inspection number	411967

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

Type of school	Comprehensive
School category	Foundation
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	1316
Of which, number on roll in sixth form	300
Appropriate authority	The governing body
Chair	Dr Chris Hall
Headteacher	Mr Stuart Clark
Date of previous school inspection	9–10 December 2009
Telephone number	01202 622413
Fax number	01202 621230
Email address	office@lytchett.org.co.uk

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