



Lutterworth High School

Inspection Report

Unique Reference Number 120244
LEA Leicestershire
Inspection number 280776
Inspection dates 16 November 2005 to 17 November 2005
Reporting inspector Peter Jones HMI

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

Type of school	Middle deemed secondary	School address	Woodway Road
School category	Community		Lutterworth
Age range of pupils	11 to 14		Leicestershire LE17 4QH
Gender of pupils	Mixed	Telephone number	01455 552 710
Number on roll	801	Fax number	01455 559 635
Appropriate authority	The governing body	Chair of governors	Mr Martin Schuter
Date of previous inspection	6 March 2000	Headteacher	Mrs Jennie Middleton

Age group 11 to 14	Inspection dates 16 November 2005 - 17 November 2005	Inspection number 280776
------------------------------	---	------------------------------------

© Crown copyright 2006

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 three Additional Inspectors.

Description of the school

Lutterworth High School serves the town of Lutterworth and surrounding villages, with 11 main feeder schools. In addition, about 15% of pupils come from outside the main catchment area. The number of pupils with learning difficulties and disabilities is low. Pupils come from a wide range of economic backgrounds, but the number of pupils eligible for free school meals is very low. The great majority of pupils are from White British backgrounds.

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, vibrant school in which standards are good overall. Pupils make good progress, have positive attitudes, behave very well and take great enjoyment from their time at school. There are some outstanding features, such as pupils' personal development and the care, support and guidance they receive. These factors, together with good leadership and management and good teaching, make this a very popular school that is highly valued by pupils and parents.

By the time pupils leave at the end of Year 9, standards are generally above average. However, the school is not complacent, and is developing a sharper focus on target setting as a means of raising achievement in mathematics, for example. Pupils have a very clear understanding of the difference between right and wrong, and respond exceptionally well to other pupils and adults. They are enthusiastic learners, and this is a key factor in the good progress they make throughout the school.

Teaching and learning are good. Some lessons are outstanding and most at least good, but in the small proportion of lessons that are satisfactory the needs of pupils of differing ability and different paces of learning are not always met. The curriculum is extended well by a range of clubs and enrichment activities, and there is a very strong system to support pupils' pastoral and academic progress.

The school knows it is effective, but the headteacher is determined to further raise standards. Improvement since the last inspection has been good, and the school clearly has the capacity to improve further. Overall, the school achieves outstanding value for money.

What the school should do to improve further

- Raise the quality of all teaching and learning to the level of the best, to ensure that all pupils are fully challenged.

Achievement and standards

Grade: 2

Achievement and standards are good overall because pupils begin Year 7 with standards that are broadly average and they make good progress, so that by the end of Year 9 standards are above average. Standards have continued to rise in English, mathematics and science since the last inspection. The greatest improvement has been in English where the national trend has been exceeded. The school analyses test results carefully, identifies underachievement and continues to put in place plans to ensure pupils achieve their potential. For example, the development of boys' writing skills last year ensured a significant improvement in results this year. Test results in mathematics dipped slightly in 2004 but rose to above average again in 2005 as the school developed a sharper focus on target setting as a means of raising achievement in this subject.

Targets for individual pupils are effectively shared with them and good tracking systems are in place in departments. Pupils show considerable enjoyment and enthusiasm for learning and this contributes greatly to the good progress they make in most subjects.

Girls and boys make similar progress. Pupils with learning difficulties and disabilities make good progress as a result of the effective support that they receive from staff.

Personal development and well-being

Grade: 1

The personal development of pupils is outstanding. Pupils have positive attitudes, behave very well and take great enjoyment from their time at school. They have a very clear understanding of the difference between right and wrong, and respond exceptionally well to other pupils and adults. The school has very clear and fair systems for rewarding good behaviour and for managing poor behaviour, and a review of these systems has taken account of pupils' views. Punctuality is outstanding and attendance is above the national average.

Pupils' spiritual, moral, social and cultural development is outstanding. The provision for pupils to develop their understanding of different cultures is excellent. Pupils in Year 9 discuss the consequences of discrimination using examples such as the Lawrence inquiry.

The school has introduced new lunch arrangements, with a strong focus on healthy eating. The provision and take-up of physical activities are good. Pupils have opportunities to take responsibility through the school council, managing the rewards system and running charity events, which benefit both the local community and national appeals.

The emphasis on developing pupils' personal confidence and social skills supports very good careers provision, including careers evenings and links with employers in helping to prepare them for their future economic well-being.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good overall. There is some outstanding teaching, the great majority of teaching is at least good and none is unsatisfactory.

Pupils are enthusiastic learners and this is a key factor in the good progress they make throughout the school. They have a good understanding of how well they are progressing and know what they must do to improve. Pupils with additional learning needs are well supported and targeted support by learning support assistants across different subject areas is developing.

Teachers have good subject knowledge. Their lessons are well planned and organised, and conducted at a brisk pace. They use a range of activities and challenges to engage

and motivate their pupils, and use questioning very well to check understanding. Where teaching is outstanding, teachers put together a range of teaching and learning strategies that draw on their own high levels of subject knowledge and excellent communication skills. They manage lesson content very carefully to make sure that it challenges pupils in a way that closely matches their learning needs. Good use is made of the school's well established 'discipline for learning' routines, this ensures that the whole class is in a position to concentrate. In these lessons, pupils develop the skills of learning quickly and independently, often working in pairs and groups very effectively.

There is a small proportion of teaching that is no better than satisfactory: where there can be good organisation and relationships, but where work does not take enough account of pupils' different levels of ability and paces of learning. The headteacher and senior leaders recognise this, and are working systematically to lift the quality of teaching that is less than good.

Curriculum and other activities

Grade: 2

The curriculum is broad and balanced, and is well planned to ensure that pupils make good progress. The curriculum provision meets statutory requirements and builds successfully on pupils' prior attainment. There is good practice in literacy and pupils' writing skills have been improved, although the use of numeracy is not so well established across all subjects. Provision in Year 7 for information and communication technology (ICT) has recently been much improved, although higher order ICT skills are not as well used across the curriculum by Year 8 and 9 pupils. The school is developing provision of alternative curriculum programmes and accredited courses. Extra clubs and enrichment activities are firmly fixed in the curriculum, and are of excellent quality, and the annual activity week makes an outstanding contribution to pupils' enjoyment and achievement. A wide range of opportunities for pupils of all abilities is provided. These include outdoor activities at residential centres and trips abroad to develop foreign language skills. The use of activity days with an enterprise, arts or citizenship focus works very well.

Care, guidance and support

Grade: 1

The quality of the care for pupils at the school is outstanding. There is a very strong system to support the pupils' pastoral and academic progress. The pupils are aware of their subject targets and value the review process that enables them to know what they can do and how to improve. Care, guidance and support for pupils with disabilities and learning difficulties are also very strong and contribute well to the progress they make.

All pupils feel that they have someone to talk to if they feel the need to discuss a personal problem. Pupils receive outstanding advice and guidance to help them prepare for the transition through different year groups and to the next stage of their education.

The tutor-led personal, social, and health education programme includes citizenship and ensures that pupils' spiritual development is outstanding. The programme contributes well to pupils' adoption of healthy, safe lifestyles and raises their awareness of the effects of drug misuse.

The school has excellent systems, regularly reviewed, for ensuring pupils' safety. Child protection policy and procedures are outstanding.

Leadership and management

Grade: 2

Leadership and management are good, and the school clearly has the capacity to improve further. There is impressive drive and determination from the headteacher to further raise standards. Since the last inspection she has successfully strengthened the effectiveness of the senior leadership team and is progressively developing the skills of middle managers.

The school's self-evaluation is accurate and takes account of the views of all key stakeholders. The inclusion of all pupils as learners lies at the heart of school provision, and systematic improvement of standards has taken place. The promotion by the headteacher and the senior leadership team of high quality pupil care has resulted in this being an outstanding feature of the school's provision.

Equality of opportunity is strongly promoted and discrimination successfully tackled. The governing body has a very good grasp of strengths and weaknesses and discharges its responsibilities very effectively. Secure adult vetting and very effective monitoring procedures are in place to ensure students are protected. The school runs very smoothly, and income and expenditure are exceptionally well managed. Students and parents strongly believe that the school is very well led and managed.

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.

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
--	-----------------------	--------------

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	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	Yes
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Lutterworth High School Woodway Road Lutterworth Leicestershire LE17 4QH

18 November 2005

Dear Pupils

Thank you for your warm welcome during our recent visit, for helping us to find our way around your school and for describing things to us, giving us your views and answering our questions. We really enjoyed visiting your school.

Here are some of the things we found out about your school. • You are attending a good, lively school where you make good progress in your work • We think your headteacher and her staff are good at managing the school. • We think the school gives you excellent care, support and guidance, and your parents confirmed this in the replies they sent in to our questionnaire. Your teachers know you well, and are very good at helping you with any problems you have in school. • You enjoy the wide range of lunchtime and after-school activities, and many of you mentioned the annual activity week and how good that is. • Most of the lessons are lively and interesting, and some are very good indeed. • In a small number of lessons, the teaching doesn't always take account of the fact that you may learn at different speeds, some quicker, some slower, and that the teacher needs to set work that is at just the right level for you. We have asked the school to put this right, so that all the pupils can make the best use of their ability in all subjects. • We were very impressed by your positive attitudes and good behaviour. You know the difference between right and wrong, and you work with each other and with your teachers very well.

Once again, many thanks for your welcome. You all seem to enjoy school very much, and we enjoyed being in the school with you!

Yours sincerely,

Peter Jones Lead Inspector