



# Lutterworth Grammar School and Community College

## Inspection Report

**Unique Reference Number** 120300  
**LEA** Leicestershire  
**Inspection number** 280788  
**Inspection dates** 1 February 2006 to 2 February 2006  
**Reporting inspector** Paul Brooker HMI

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

<b>Type of school</b>	Comprehensive	<b>School address</b>	Bitteswell Road
<b>School category</b>	Voluntary controlled		Lutterworth
<b>Age range of pupils</b>	14 to 18		Leicestershire LE17 4EW
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01455 554 101
<b>Number on roll</b>	1979	<b>Fax number</b>	01455 553 725
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr John Warren
<b>Date of previous inspection</b>	4 December 2000	<b>Headteacher</b>	Mr Eddie de Middelaer

<b>Age group</b> 14 to 18	<b>Inspection dates</b> 1 February 2006 - 2 February 2006	<b>Inspection number</b> 280788
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## **Introduction**

The inspection was carried out by one of Her Majesty's Inspectors and four Additional Inspectors.

## **Description of the school**

The school is very large, including 686 students in the large sixth form. Students travel from a very wide geographical area and come from families with a broad range of social and educational backgrounds. The vast majority are from White British backgrounds. Compared with national figures, the proportion entitled to free school meals is very low. At 7% the proportion of students identified as having learning difficulties and disabilities is also well below average. The school is a specialist technology college.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 2**

Inspectors agree that the school's effectiveness is good. It has many strengths, and it is effective in getting good results in the sixth form and in many subjects at GCSE. Standards of attainment in public examinations are consistently above national average figures and its reputation for getting good results makes it a popular school. Its specialist status as technology college is a catalyst to raising achievement. Given their starting points, sixth form students achieve well. Students in Year 10 and 11 make satisfactory progress overall. Nonetheless, given their prior attainment in their high schools, some students do not make rapid enough progress in Years 10 and 11. For example, students do not gain as many of the highest grades as they should, and some do not get the results of which they are capable. The school has accurately identified areas of underperformance and is taking suitable steps to address them.

The school provides good care and guidance for its students. In general the students behave very well, and are mature and independent learners. The quality of teaching is good because teachers know their exam courses well and are effective in getting good results. However, teaching does not always make best use of the extended lesson time. The quality of learning, although good overall, is rather uneven within and between lessons. The curriculum is good, with some outstanding features. Extra-curricular provision is good.

The school has made satisfactory progress since the last inspection. It is well led and has good capacity for further improvement. The principal has quickly prioritised suitable areas for improvement. The school has an accurate view of its own strengths and areas for improvement. However, systems for monitoring its work are not yet sufficiently robust or rigorous. Financial management is good. The school provides good value for money.

## **Effectiveness and efficiency of the sixth form**

### **Grade: 2**

The very large open-access sixth form is effectively led and managed. The sixth form curriculum is good, with a very wide range of options, particularly at AS- and A-level. Standards of attainment in A-level courses are above average and most students achieve well. Good teaching and the students' own efforts lie behind the successes.

## **What the school should do to improve further**

- Ensure that the quality of learning is consistently good by planning specific outcomes and activities to meet the full range of abilities and individual needs of students in lessons.
- Continue to develop robust and rigorous systems for evaluating the work of the school and for monitoring the progress that students make.

## Achievement and standards

### Grade: 2

Achievement is good overall because students make satisfactory progress in Key Stage 4 and good progress in the sixth form. The students' attainment on entry in Year 10 is above average. Students cover the full ability range from very high to very low, and although their prior attainment at Key Stage 3 is rather better than at Key Stage 2, there is a high proportion of able students. They make satisfactory progress overall in Years 10 and 11. The proportion of students attaining five or more higher GCSE grades A\* to C is consistently well above national average figures. Moreover, the proportion that achieves five higher-grade GCSEs, including English and mathematics, is significantly higher than average. Performance in the core subjects of English, mathematics and science, and in design and technology, is consistently good. The school's specialist status is a catalyst to raising achievement. However, the proportion of A and A\* grades is only in line with the national figure and should be higher. Furthermore, some students, particularly boys with lower levels of prior attainment, do not get the results of which they are capable. Students with learning difficulties and disabilities achieve well because of the good provision made for them.

Students enter the sixth form with standards that are well above those in most schools, and results in public examinations reflect this intake. Standards reached by students at the end of Year 13 are well above the national average. In 2005, Year 13 students attained highly and made especially good progress in drama, economics, geography and politics. In six other subjects, at least two-thirds of the students gained the highest (A or B) grades. Given their starting points, achievement is good in the sixth form.

The school has improved the systems that are used for early identification of underachievement and is now more successful in improving the progress of such students. Targets set for examinations at the end of Year 11 and Year 13 are challenging and are soundly based on prior attainment data. Students understand how they are assessed and are well aware of their targets. In several subject areas, such as design and technology, the use of assessment is very well integrated into lessons so that students are constantly evaluating their own progress and guiding their own improvement.

## Personal development and well-being

### Grade: 2

Students' personal development and well-being are good. They say they enjoy school and appreciate the teaching and support they receive, the facilities and the additional activities provided. Students particularly enjoy practical subjects such as design and technology, physical education and music. Most students spoken to during the inspection said they felt safe at school and were confident that any incidents of bullying would be dealt with effectively. The students are friendly and polite, and relationships are good. Most behave very well in lessons, although the distracted behaviour and disengaged attitudes of a small minority of students, often linked with weaker teaching, are occasionally evident. Most students are strongly motivated, act responsibly and

work hard on their own. However, some show a lack of care for the school environment in the amount of litter they drop in the canteen and school grounds.

The level of exclusions is relatively high but has shown a reduction since the introduction of alternative curriculum options. Attendance and punctuality are satisfactory, although the rate of unauthorised absence is high.

Students' moral and social development is good, although their multicultural education is not as well developed. The students have valuable opportunities to make a contribution to the school community through the year and school councils, and sixth formers act as mentors to younger students. The school makes a good contribution to students' health and well-being through physical education and numerous sports activities. The food provided in the canteen, however, does not encourage them to follow a healthy diet. Students make a satisfactory contribution to the wider community through their involvement in local musical events and voluntary work in primary schools. They show their concern for others through the significant amounts they raise for charities. By the end of their time at the school they are literate and numerate and well equipped with the personal and academic skills to help them in their future life.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good overall, with some outstanding provision. Teachers' good subject knowledge, enhanced by expert knowledge of course requirements, provides students with a secure basis for examination success. Well-structured workbooks, with subject information on the school website, provide students with good support both in and out of the classroom.

The 75-minute lessons are well used by many teachers. The best lessons make very effective use of the extended time by planning challenging outcomes for different students and by preparing a good variety of different learning activities to engage the whole class. The best teaching is soundly based on excellent assessment with good questioning, good use of individual targets, effective lesson plenaries and rigorous marking. The best practice, for example, in music and design and technology, helps individual students to diagnose and guide their own improvement. However, assessment is not consistently used to provide feedback on how students can improve.

In a few lessons the leisurely pace, often linked with rather passive learning, causes some students to disengage from learning and lose interest. In these lessons planning does not take sufficient account of the range of abilities and learning needs of the class, and the quality of learning is uneven. On occasions, there is too much weak questioning and insufficient debate.

A strong team of teaching assistants supports well the students with learning difficulties and disabilities so that they make good progress. Gifted and talented students are clearly identified, but are not consistently well challenged in lessons.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good. It provides a wide range of opportunities in four pathways that meet the needs of the full range of students. The school has established a very effective Enterprise Centre to meet the needs of students who have less success in the mainstream curriculum in Key Stage 4. Students are well informed about options while in feeder schools, where they work on bridging projects that prepare them for GCSE courses. There is a good range of enrichment and extra-curricular activities, especially in charities, arts and sports, and some specific provision for gifted and talented students. Although citizenship is taught, coverage is thin, with too little time allocation.

The sixth form curriculum is good overall, with outstanding features. The range of courses offered to GCE Advanced level is exceptionally wide, with 40 courses, including five different options in design and technology. Although provision for life skills is limited, a good range of enrichment activities is made available both within and outside normal teaching time.

## **Care, guidance and support**

### **Grade: 2**

Care, guidance and support for students are good. There are secure arrangements for child protection and ensuring students' health and safety. The close liaison with the feeder schools, together with a well-planned induction programme and the support of a transition mentor, helps students settle quickly into the school. Students feel extremely positive about the transition procedures.

The students' academic progress is monitored at regular intervals and underachievement is identified and addressed. Good academic guidance enables students to make appropriate choices for the courses they follow. The strong support for students with learning difficulties or disabilities enables them to achieve well. The most vulnerable students are offered experienced counselling and medical advice from trained staff and support groups. The Enterprise Centre provides those students who might otherwise be disaffected with a secure and stimulating environment to develop their interests and skills, and supports their personal development well. Overall, parents feel happy that the school cares well for their children.

## **Leadership and management**

### **Grade: 2**

The school's leadership and management are good because high standards of attainment have been maintained and most students achieve well. Seven of the senior leadership team have been in post for less than two years, including the principal, who joined the school in September. However, in a short time the principal has developed good strategic leadership. He recognises the school's strengths, but has focused quickly and precisely on those aspects that need improving. He has a clear vision for the

school's development, which is shared by senior managers and is soundly based on a series of strategic reviews that focus suitably on strengthening key aspects of provision.

The senior leadership team is cohesive and senior managers are sharply focused on school improvement. Strategic leadership is developing well at every level. However, although school self-evaluation is accurate, robust systems for evaluating and improving the work of the school are only now being developed, and data is not yet used consistently to inform rigorous intervention and support. Furthermore, these systems need to be more systematically implemented by middle managers. Curriculum leadership is variable. Some subject leaders make very effective use of data from assessment and from their own scrutinies to prioritise and implement improvement. However, subject leaders do not yet have a shared understanding of their leadership roles or have in place common procedures for evaluating and developing their provision. The large sixth form is well led and provides good value for money.

Specialist technology status makes a positive contribution to the school by raising standards within areas of its specialism and by providing students with good opportunities to study a range of design subjects with good facilities.

Governance is strong. The governing body is well organised and well informed about the school. Governors are supportive and good procedures are in place to enable them to hold the school to account.



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## Inspection judgements

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

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	2
How well does the school work in partnership with others to promote learners' well-being?	2	2
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	2	2
The capacity to make any necessary improvements	Yes	Yes
Effective steps have been taken to promote improvement since the last inspection	Yes	Yes

### Achievement and standards

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	2
The extent of learners' spiritual, moral, social and cultural development	3	
The behaviour of learners	2	
The attendance of learners	3	
How well learners enjoy their education	2	
The extent to which learners adopt safe practices	2	
The extent to which learners adopt healthy lifestyles	3	
The extent to which learners make a positive contribution to the community	3	
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	

### The quality of provision

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

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	
How effectively and efficiently resources are deployed to achieve value for money	2	
The extent to which governors and other supervisory boards discharge their responsibilities	2	
The adequacy and suitability of staff to ensure that learners are protected	Yes	insufficient evidence

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	No
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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	Yes

## **Text from letter to pupils explaining the findings of the inspection**

Thank you for the welcome that you gave us when we came to inspect your school recently. We enjoyed talking to you and seeing your work. Your candid opinions confirmed what the school told us and enabled us to explore its strengths and areas for development.

We were impressed with your mature attitudes and your independent approach to learning. Most of you work hard and take pride in your written work. You sustain your concentration well, even though the lessons are long. However, this is much easier when lessons have a range of interesting and varied activities. We agree that some teaching lacks variation and pace, particularly when you are allowed to be too passive in lessons, and this is a key area for the school to improve.

Because of its size, the school is able to offer you a very wide range of different options and some very good opportunities for extra-curricular activities. Many of you take good advantage of these. Your fundraising events through the work of the school council are particularly impressive. We were, however, less impressed by the catering arrangements because they do not encourage you to eat or drink healthily. There was also rather a lot of litter after break and lunchtimes, which shows that some of you do not take enough responsibility for your environment.

The school has many strengths and obviously gets good examination results, particularly in the sixth form. However, given that most of you achieved well in your high schools, some of you don't make as much progress as you should. We have highlighted two main areas for improvement:

although teaching is effective, some lessons need to plan the 75 minutes more carefully to ensure that you are all more involved and challenged

the school knows where improvements are required, but it needs to be more rigorous in checking its own work so that these can be made quickly.

We wish you all every success in the future.