



Lytchett Matravers Primary School

Inspection Report

Unique Reference Number 113670
Local Authority Dorset
Inspection number 289689
Inspection date 13 March 2007
Reporting inspector Margaret Hulme

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

Type of school	Primary	School address	Lytchett Matravers
School category	Community		Poole
Age range of pupils	4-11		BH16 6DY
Gender of pupils	Mixed	Telephone number	01202 622378
Number on roll (school)	425	Fax number	01202 622378
Appropriate authority	The governing body	Chair	Diana Cobden
		Headteacher	M T A Randall
Date of previous school inspection	26 September 2001		

Age group 4-11	Inspection date 13 March 2007	Inspection number 289689
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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This larger than average sized school draws its children from the immediate village and 40% come from outside the area. It is a popular school and is oversubscribed. The children come from a good mix of social backgrounds. The proportion of children with learning difficulties or disabilities is about the same as other schools. The majority of children are of White British heritage with a few from other White cultural backgrounds. The headteacher is about to retire so the school is preparing to make a replacement.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This is an outstanding school where excellent leadership and management have been the driving forces behind its many successes. It is an exciting place to be and does exceptionally well for its children because the headteacher and deputy headteacher provide outstanding direction and a very clear vision for the school. Together they have built a staff team who assist them in monitoring and evaluating the school's work very effectively. They apply very effective actions to deal with those areas identified for improvement. Consequently, well above average standards have been maintained over several years. Children achieve extremely well from a broadly average starting point because the teaching is excellent. Most pupils' progress is outstanding and the school is working diligently and successfully to overcome the relative weakness of a few girls in mathematics who joined the school later than usual. The quality of work on display is of a high standard and provides firm evidence that success is not restricted to test results. The quality and standards in the Foundation Stage are excellent and pupils go on to achieve very well during their time in school.

Staff provide top-notch care, guidance and support and are vigilant in ensuring pupils' safety at all times. As a result, children show outstanding personal development and well-being. Excellent relationships are reflected in the trust they have in all staff. Children say they are secure and happy. They enjoy their learning immensely. Children behave extremely well. They are fully involved in the local community, are exceedingly well prepared for the future and regularly take part in sporting and physical activities.

Teaching, learning and the curriculum are outstanding. Consequently, most children achieve very well and make very good progress to meet exceedingly challenging targets. Teachers create a very stimulating place for children to learn. They plan activities that inspire and challenge all individuals and that succeed in maintaining children's interest. Children find learning irresistible because their communication with adults is first-rate and lessons foster perseverance and keep them engrossed. There are examples of very informative marking but occasionally, some comments, although supportive and encouraging, do not always clearly show children how to improve their work.

Provision for children with learning difficulties or disabilities and for more capable pupils is very effective and enables all individuals to reach their full potential. Academic guidance for children is sufficiently strong to ensure most make very good progress. Parents overwhelmingly support the work of the school. A comment from one parent that, 'The school has been a fantastic start to my son's education. I love the school and the way it is run by a fun, caring headteacher' typified the views of many other parents. There are no significant areas for improvement; nevertheless the school is reviewing its marking policy and practice to ensure consistency.

What the school should do to improve further

- ensure consistency in marking so that children are crystal clear about what they have to do to improve their work.

Achievement and standards

Grade: 1

Children's achievement is outstanding. Most children start school with skills at the level expected for their age in most areas of learning. Standards by Year 6 are significantly higher than the two previous years and continue to be well above national average. Most children make very good progress as they move through school. However, the school's rigorous analysis of data has correctly identified a relative weakness in the performance of a few girls in mathematics. They joined the school later than others in their class and the school is working meticulously and successfully to ensure they do as well as in other subjects. Underpinning the progress of all pupils is the high quality of teaching, which inspires and enthuses children.

The exemplary support for children with learning difficulties and for the more capable results in their very good progress too. Children's work on display is of a high standard and such examples as art inspired by the New York skyline are celebrated with appreciative comments by others.

Personal development and well-being

Grade: 1

Outstanding personal development, including spiritual, moral, social and cultural development, is a key factor in children's excellent achievement. The school is a friendly and safe place. Children show outstanding behaviour in classrooms and around the school. They have no significant concerns about bullying, recognising that good procedures exist to ensure their safety. Children develop caring attitudes and become confident and independent. Children greatly enjoy physical activity and know a lot about healthy lifestyles. The Foundation Stage pupils make very good progress in personal development. They rapidly become independent learners. Extensive opportunities to take responsibility start in Reception and by Year 6, these have escalated to 19 different areas of work. Children make impressive contributions to projects in the local community. The high level of basic skills they acquire prepare them exceedingly well for future life. The role of the school council is remarkably effective and supports children's contributions to school life very well. Attendance is well above average, indicating how much the children enjoy coming to school.

Quality of provision

Teaching and learning

Grade: 1

Throughout the school, teachers' challenging and enthusiastic lessons stem from superb planning. Children told the inspector: 'Teachers are very good at making lessons fun, they help if you are stuck and give you lots to think about'. Teachers manage the children in a positive and friendly way and as a result, relationships and behaviour are excellent at all levels. They know that respect for children is the key to their willingness

to persevere. Teachers have high expectations and match the work very well to the needs of the children. Teaching assistants have a significant impact on pupils' learning. In particular, they make an important contribution to the excellent progress made by those with learning difficulties.

Rigorous systems are used to assess and track children's progress through the school. Teachers are highly skilled at tracking children's progress and setting targets to help them improve. Some good marking comments help children understand how to improve their work but this effective practice is not always consistently applied. Consequently, some pupils are not crystal clear about what they can do to improve.

Curriculum and other activities

Grade: 1

The outstanding curriculum results in children making excellent progress with their academic and personal development. Children find learning irresistible and say lessons are interesting, lively and fun. Children enjoy the flexibility that comes with some subjects, such as mathematics or science, featuring at different times of day and using a variety of spaces and wide range of resources. Of particular note is the innovative 'Exploring Time' curriculum in the Reception classes which enables children to become independent. They make decisions about what they want to do and plan their activities, recording choices on their 'Exploring Time' planning card. The outdoor area, much improved since the last inspection, is used very effectively to entice children to try out new activities. Excellent opportunities are provided for children to gain cultural awareness through activities that involve them, for example, in Indian dancing and chances to speak in French and Swahili. Improved provision for ICT gives children very regular access to computers and when they have learnt new skills as a class, there are additional facilities where they can practise them. The wide range of clubs, much praised by the school council, caters for most age groups and provides a real sense of achievement because pupils have to make significant efforts. Success in chess for those under six is appreciated as much as that of older pupils' sporting activities in football, athletics and cricket.

Care, guidance and support

Grade: 1

Outstanding provision stems from highly committed staff who know the children very well and use the information they gather extremely effectively in supporting and meeting their needs. Arrangements for safeguarding pupils are robust and regularly reviewed. Excellent work is undertaken to identify early those who are vulnerable, at risk, have learning difficulties or are more capable. Action is successful in ensuring they all achieve as well as they can. Staff analyse information from rigorous tracking and target setting systems regularly, and use the information very well to guide children's progress. Work with parents is extremely good and this strong partnership contributes very well to pupils' progress. Although the school gives the parents lots of information about children's day-to-day activities and the range of subjects taught each term, a few parents consider that not enough information is provided about

homework and the range of activities in each subject. There were a few concerns, too, about class sizes where numbers were over 30. The inspection cannot substantiate any of these concerns.

Leadership and management

Grade: 1

Outstanding leadership and management give a clear focus on raising standards. Additional staffing for Years 4-6 has paid off because it enables children to work in three groups, based on their capability, for English, mathematics, and science. This successful system has been a significant strength in helping staff to accelerate children's progress and achieve high level results in national tests. The headteacher's leadership is excellent and senior managers, staff and governors support him to the hilt. Consequently, their superb efforts ensure there is great flexibility in adapting to the changing needs of the children. The Foundation Stage is very well led and managed. Children get off to a good start and make very good progress. Staff have considerable expertise in supporting children with learning difficulties or disabilities and the prompt and effective use of intervention plus focused support for any underachievers enable all groups to do their best. A strong commitment to staff development is central to the school's success. The school knows itself very well but its evaluation is too modest, reflecting its concern that its successes must not allow it to become complacent. The school's recent track record illustrates its very good capacity to improve further.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

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

The quality of provision

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

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you for the very warm welcome you gave me when I inspected your school. You are very lucky to go to such an outstanding school, and most of your parents agree. Here are just a few of the things I really liked about it:

- You work very hard and make very good progress. I remember you told me how much you like everything you do. Your personal development is excellent because all the adults look after you exceptionally well. You already know a lot about how to keep fit and healthy. You make an excellent contribution to the community because you so enjoy the responsibilities and have a lot of respect for other people.
- Most of you behave exceptionally well and listen carefully to your teachers. I could see how much you enjoyed the activities when older children were engrossed in science, and the mathematics lesson about the magic square really made you think hard. Younger ones were speaking Swahili and I wanted to join in too.
- You have a superb curriculum with some exciting activities that are making your learning irresistible. I loved hearing about how you enjoy working in special groups called 'sets', which you find really helpful. The younger children seem to have a splendid time taking part in 'Exploring Time', selecting activities without any help.
- You have an outstanding headteacher who is always trying to make your school as good as possible. I agree with the school council that your teachers do their jobs really well, help you when you get stuck and make you all feel included.

So that your school can do even better, the teachers are all going to check what they write in your books so it is crystal clear how you can improve your work. It is important to read those comments and try to do what teachers suggest.