

Lutterworth High School

Inspection report

Unique Reference Number	120244
Local Authority	Leicestershire
Inspection number	327239
Inspection date	10 December 2008
Reporting inspector	Dilip Kadodwala HMI

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

Type of school	Middle deemed secondary
School category	Community
Age range of pupils	11–14
Gender of pupils	Mixed
Number on roll	
School (total)	752
Appropriate authority	The governing body
Chair	Debbie Aitkenhead
Headteacher	Nora Parker
Date of previous school inspection	16 November 2005
School address	Woodway Road Lutterworth LE17 4QH
Telephone number	01455 552710
Fax number	01455 559635

Age group	11–14
Inspection date	10 December 2008
Inspection number	327239

© Crown copyright 2008

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 one of Her Majesty's Inspectors, who evaluated the overall effectiveness of the school and investigated the following issues: standards; teaching and learning; and assessment. Evidence was gathered from school documentation, an analysis of parents' questionnaires, discussions with governors, staff and pupils and first-hand observations of lessons. Other aspects of the school's work were not investigated in detail but the inspector found no evidence to suggest that the school's own assessments, as given in the self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

The school is smaller than most secondary schools but it is larger than most high schools in Leicestershire. The great majority of students are from White British backgrounds. The proportions of students who have learning difficulties and/or disabilities or who are eligible for free school meals are both well below national averages. The proportion of students who have a statement of special educational needs is average. The school has an Artsmark Silver award and Healthy Schools status. It gained joint specialist status in technology in January 2008 with Brockington College and Lutterworth College. A new headteacher was appointed in April 2008.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Lutterworth High is a good school. Students' personal development and well-being are outstanding because of the school's caring and inclusive nature. As one teacher neatly put it, 'It is not us and them, but us for them.' The students' behaviour is excellent and their attendance is very good, reflecting students' keen sense of enjoyment of all that the school offers. This includes a good curriculum which is flexible enough to accommodate the specific needs that some students have so that their engagement is sustained through vocational courses of study. Students enjoy taking part in the wide range of lunchtime and after-school activities and off-site trips. These, together with the provision for physical education and lunchtime meals, ensure that students live very healthily. Very good links with other partners, including parents and local schools, also contribute greatly to students' well-being. Spiritual, moral, social and cultural development permeates every aspect of school life. Students grow in self-awareness, think in moral terms and reflect well upon their feelings and actions. They develop respect and appreciation for their own and other cultures. Students confidently say that they feel safe and any concerns they raise with staff are dealt with speedily and effectively. This reflects the good care, guidance and support they receive. Safeguarding procedures are robust. Vulnerable students' needs are very well identified and met, ensuring that both internal and external support is well targeted and evaluated so that there is continual improvement. Students who have learning difficulties and/or disabilities achieve as well as their peers because of the good support provided. Good standards in basic skills and information and communication technology (ICT) provide good foundations for students' future economic well-being.

Achievement is good, and standards are above average. Validated national examination data for 2008 were not available at the time of the inspection. The school has requested a review of Year 9 students' test papers marked in the summer. Therefore, particular attention has been paid to the school's internal assessment records, scrutiny of students' work, lesson observations and the previous years' validated national test results. This evidence indicates that students enter the school in Year 7 with standards that are average and, overall, they make good progress by the time they leave school at the end of Year 9. Standards have been, and continue to be, above average by the end of Year 9 in mathematics and in science. Current data on progress indicate that students in Year 9 are on course to achieve their challenging targets. There had been a declining trend in the standards attained in English, but the department has taken action to reduce the gap in attainment between boys and girls with some success. As a result, standards are now average in English and students are making at least satisfactory progress, although there is still a gap in achievement between boys and girls at the higher levels of attainment.

Teaching is good and senior leaders' judgements are accurate in their assessment of the quality of teaching and learning. School records show that good practice is evident in many areas of the curriculum, with examples of consistently outstanding teaching in some subjects. However, there is also some satisfactory teaching that is not challenging enough to secure the progress in learning that students are capable of making. A strong element of all lessons is the relationships between students and teachers. Teachers know their students well and, in the great majority of lessons, are good at ensuring that students have challenging tasks that are matched to their abilities. Students are enthusiastic and keen to learn. They value teachers' passion for their subject and respond positively to praise. Marking, especially of assessed pieces of work, is thorough and students are given good advice on how to improve. The quality of leadership and management is good. The headteacher has set new expectations for a rigorous

approach to monitoring and evaluation at all levels. Senior leaders have set higher expectations for teaching and learning, believing that students are capable of achieving more than has hitherto been recognised. Subject leaders have responded well to these expectations, and are now using regular analysis of students' progress to inform target setting and intervention to support students who look to be slipping behind. However, the impact of the recently introduced tracking system as a tool for rigorous monitoring and evaluation by all subject leaders has yet to be demonstrated fully in students' higher achievement. It is also too early to judge the full impact of specialist status but it is beginning to make a positive contribution to improving the infrastructure, so that the use of ICT can help to raise standards further across the school.

The school makes a good contribution to community cohesion. There are strong links with local communities and students have raised an impressive sum of money to fund the building of a school in Vietnam, as a dedication to the former headteacher at Lutterworth High School. Students' ongoing support for this project is a testament to their development as responsible and caring young people. Governance is good. Governors are committed and support the school well. Their first-hand knowledge gained through visits and discussions informs their strategic decisions and challenge for staff who hold posts of responsibility. Parents' questionnaires show that the vast majority of those who responded are pleased. They praise the care shown by staff and the school's success in providing a rounded education that ensures their children's academic and personal development. Also highlighted as praiseworthy is the support for students who have learning difficulties and/or disabilities.

The school has made good progress since the last inspection and it provides good value for money. The right priorities for improvement are identified through detailed self-evaluation. The gains already made through the sharper focus on tracking individual students' progress by subject leaders and senior staff indicate that the school has a good capacity to improve further.

What the school should do to improve further

- Make sure that students' standards and achievement in English, especially for boys, rise further.
- Ensure that the new systems for monitoring and evaluation are rigorously embedded so that students make the progress of which they are capable.

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.

Annex A

Inspection judgements

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

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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	2

Achievement and standards

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

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	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	2

The quality of provision

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

11 December 2008

Dear Students

Inspection of Lutterworth High School, Lutterworth, LE17 4QH

As you know, I recently inspected your school and this letter summarises the results of the inspection. I would like to thank you for your warm welcome and assistance during the visit.

The inspection found that yours is a good school. Your personal development and well-being are outstanding because of the level of care shown by staff. As one teacher put it to me, 'It is not us and them, but us for them.' Very many parents in the questionnaires that were returned for this inspection also express similar sentiments. They value what the school provides so that you turn out as responsible citizens. Your behaviour is excellent. You told me that the system of discipline for learning is very effective and I agree. Your very good attendance and punctuality show your good sense of enjoyment. The curriculum meets your needs well, enriched by the wide range of additional clubs, trips and activities that you enjoy too. Your charitable work to raise funds for the school in Vietnam, as a dedication for Mrs Middleton, is impressive, as is your ongoing commitment to this project.

You attain above average standards in mathematics and science and make good progress by the time you leave in Year 9. This is because of the good quality of teaching in these and other subjects, and because the school is led and managed well. Teachers' passion for their subjects and your enthusiasm for learning are particularly noteworthy. Standards in English have not been as high but this is improving because teachers and senior staff are keeping a close watch on your progress and you benefit from support put into place to stop you from slipping back. I have asked the headteacher to make sure that this close monitoring continues so that you reach your full potential. This includes making sure that the boys' performance in English catches up with that of the girls, particularly at the higher levels of attainment. You can play your part by acting on the advice and direction given by your teachers.

Best wishes for your future. Yours sincerely

Dilip Kadodwala Her Majesty's Inspector