

Lutterworth College

Inspection report

Unique Reference Number	120300
Local Authority	Leicestershire
Inspection number	327252
Inspection dates	12–13 November 2008
Reporting inspector	Davinder Dosanjh HMI

This inspection was carried out under section 8 of the Education Act 2005 under pilot arrangements; it was also deemed a section 5 inspection under the same Act.

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Comprehensive
School category	Voluntary controlled
Age range of pupils	14–18
Gender of pupils	Mixed
Number on roll	
School (total)	2055
Sixth form	764
Government funded early education provision for children aged 3 to the end of the EYFS	45
Childcare provision for children aged 0 to under 3 years	28
Appropriate authority	The governing body
Chair	Mr John Warren
Headteacher	Mr Eddie de Middelaer
Date of previous school inspection	1 February 2006
Date of previous funded early education inspection	12 July 2006
Date of previous childcare inspection	12 July 2006
School address	Bitteswell Road Lutterworth Leicestershire LE17 4EW
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Introduction

This pilot inspection was carried out by one of Her Majesty's Inspectors and three Additional Inspectors. The inspectors visited 34 lessons, and held meetings with staff, governors and groups of students. They observed the school's work, and looked at a range of school documents, including 198 parental questionnaires and 151 staff questionnaires which were returned to them.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the effectiveness of middle managers
- how teaching meets the needs of individual students
- the progress made by students in Key Stage 4
- aspects of the school that may be outstanding
- the effectiveness of provision in the Early Years Foundation Stage (EYFS).

Information about the school

Lutterworth College is the largest upper school in Leicestershire. Students travel from a very wide geographical area. The school is a specialist technology college and gained a second specialism in Applied Learning in April 2008. The school has achieved a number of awards including International Schools Award, Artsmark, Sportsmark, Investors in People and Healthy Schools status. It is part of a federation with Brockington College and Lutterworth High School.

The College's Early Years Foundation Stage (EYFS) provision is housed in a separate unit where there is a crèche and a class for each age group from 2 to 4+. Government funding is provided for 45 of the children aged 3 to 5. There is also out-of-hours provision for 17 children in the breakfast club and after-school club that run on the site each day. Three weeks before the inspection, the leadership of EYFS changed.

Further information about the school

	School's figures	School's figures compared with other schools
School size	2055	Above average
Free school meals	2.8%	Below average
Proportions of pupils with learning difficulties and/or disabilities	2.1%	Average
Proportion of pupils from minority ethnic groups	6.6%	Below average
Proportion of pupils who speak English as an additional language	2.3%	Below average
Proportion of pupils with a statement of special educational needs	8.3%	Below average

Inspection judgements

Grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Overall effectiveness

2

Capacity for sustained improvement

2

Main findings

- Students in the sixth form make good progress.
- Attainment at GCSE is consistently above the national average.
- There is outstanding support for vulnerable students, especially through the work of the Enterprise Centre.
- Leadership and management are good at all levels, which has improved the quality of education.
- Specialist status in technology has brought many benefits to the school, students and local community and has been a catalyst to raising achievement.
- There is an outstanding curriculum which offers extensive choice and meets the needs of individual students.
- Behaviour is good and attendance is continually improving.
- Students enjoy school, feel safe and are prepared well for the future.
- Teaching is good, with teachers displaying expert subject knowledge.
- Partnerships with local schools and agencies are outstanding.
- The proportion of students who achieve the highest grades is not yet high enough.
- There are insufficient opportunities for children in the EYFS to extend their learning and development in all areas of experience.

The headteacher and senior management provide clear direction and leadership. They are well supported by middle managers. This has helped the school to secure improvements since the last inspection. The school has a good capacity to improve further. Staff are proud of their school and it runs well on a daily basis. A small minority of staff express concerns about how unacceptable behaviour is dealt with and the increasing number of new initiatives being introduced.

What does the school need to do to improve further?

- Increase the proportion of teaching and learning that is outstanding by:
 - ensuring there is a consistent approach to the assessment and marking of students' work and students get specific feedback so they know how to improve
 - increasing the challenge in lessons so the needs of more able students are better met, allowing more of them to achieve the highest grades at GCSE

- and all courses in sixth form
 - finding ways to share best practice across the curriculum.
- Improve the quality of EYFS provision by:
- ensuring that planning focuses on providing learning opportunities and activities which are well matched to children of all abilities
 - developing the outdoor accommodation so that it ensures good learning and personal development.

How well does the school meet the needs of individuals and different groups of pupils?

2

Achievement is good overall. Students enter the school with attainment which is above average. Although students make only satisfactory progress in Key Stage 4, they make good progress in the sixth form. The robust tracking data for the current Year 11 shows that students are on course to make better progress. The proportion of students attaining five or more A* to C grade passes in GCSE examinations is consistently well above the national average as is the proportion when English and mathematics are included. The gap between the performance of girls and boys grew in 2008 with girls doing consistently much better. Performance in core subjects of English, mathematics, science and most aspects of design and technology are good.

Students with learning difficulties and/or disabilities achieve well because of the very good support they receive. The small number of students from minority ethnic backgrounds achieve as well as other groups. However, middle ability boys and high ability students do not achieve as well as they are capable. The proportion of A* and A grades, while increasing, is not high enough. Pass rates remain high on A level courses but high grades fluctuate year to year.

Enjoyment of learning is good and is often enthusiastic. Students genuinely support and help each other to do well in their learning and display good behaviour in lessons and around the school. Charitable endeavours involve students considering the needs of others, for example in supporting a school in Rwanda. Students' preparation for the next stage of their education and employment is very effective. They build skills and knowledge well and develop good working habits through wider key skills. Many students show good levels of independence, initiative and self-reliance. Spiritual, moral, social and cultural development is good. The development of understanding of other cultures is not as marked as students' good knowledge of their own and the local community. Attendance has continued to improve and is now good and is above the level found in other upper schools locally. A caring school ethos and robust safeguarding procedures help students feel safe and free from harassment.

These are the grades for pupils' outcomes

How well do pupils achieve and enjoy their learning?	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with learning difficulties and/or disabilities and their progress	2

Pupils' attainment ¹	2
To what extent do pupils feel safe?	2
How well do pupils behave?	2
To what extent do pupils adopt healthy lifestyles?	2
To what extent do pupils contribute to the school and wider community?	2
How well do pupils develop workplace and other skills that will contribute to their future economic well-being?	2
Pupils' attendance and punctuality	2
What is the extent of pupils' spiritual, moral, social and cultural development?	2

The quality of the school's work

The majority of lessons, especially those in the sixth form, are well conceived. Teachers, confident in their specialist subjects, provide interesting learning activities, explain the work well and carefully check to see that students understand. Progress is good and students enjoy learning. There is some outstanding practice where subject knowledge is expertly introduced and students' understanding races ahead. Where teaching is only satisfactory, planning and delivery do not fully take account of individual students' starting points, particularly for the more able. Checks on their understanding and learning activities do not fully interest them and marking is not informative.

The school curriculum is outstanding. The size of the school is exploited to the full to offer a very extensive choice of learning pathways for students at the ages of 14 and 16. There are quality options for everyone, including many with a vocational flavour. Very few students drop out from learning, training or employment at age 16. At both stages of decision making, exceptionally good support and guidance is offered. Students' progress is carefully tracked through regular assessments and students who could do better are quickly identified. Students with learning difficulties and/or disabilities and those at risk from failing at school are expertly supported. The off-site Enterprise Centre, together with school-based support, offers excellent complementary learning opportunities. As a result, the number of students leaving with little to show for their time at school is very small.

These are the grades for the quality of provision

High quality teaching and purposeful learning	2
Effective assessment and academic guidance	2
An appropriate curriculum which meets pupils' needs, including, where relevant, provision through partnership with other organisations	1
Support, guidance and care	2

¹ Grades for attainment are: 1 is high; 2 is above average; 3 is broadly average; 4 is low

How effective are leadership and management?

Strong leadership and management at all levels have moved the school forward since its last inspection and are enabling higher standards to be achieved. The use of challenging targets has been highly effective in supporting the school's sustained improvement. Strategic planning is well focused and builds upon recent successes. However, the criteria for measuring progress could usefully be sharpened to enable more precise checks on the impact of strategies and to ensure that all learners enjoy full equality of opportunity to succeed. Department reviews carried out by senior and middle managers to monitor performance are very robust and provide good challenge to middle managers.

The governing body is effective across the range of monitoring activities and provides good support and constructive challenge. However, it does not yet monitor rigorously the impact of policies. The school's collaboration with other local schools results in extended and enhanced opportunities for all learners, especially in information and communication technology. Partnerships with a range of agencies are exceptional and assist the most vulnerable learners in achieving well.

The school's makes a good contribution to community cohesion. Students enjoy harmonious relationships and contribute well to their community and are active in the local neighbourhood but there is not a strong enough focus on the global dimension, especially in relation to diversity.

Good deployment of resources and sensible use of tight accommodation results in students' good achievement and successful preparations for their future.

These are the grades for leadership and management

Monitoring, evaluating and planning for improvement to outcomes for pupils	2
Promoting equality of opportunity and tackling discrimination	2
Ensuring that safeguarding procedures are effective	2
Ensuring that the governing body provides effective challenge and support so that weaknesses are tackled decisively and statutory responsibilities are met	2
Promoting the school's relationship with parents and carers, including their involvement in decision-making about matters relating to learning and well-being	2
Developing partnerships with other providers, organisations and services	1
Ensuring the school contributes to community cohesion	2
Deploying resources to achieve value for money	2

Early Years Foundation Stage

Children in the EYFS are provided with satisfactory opportunities to learn and develop. They make the expected progress. They are happy at work and play, and enjoyed finding out how high they can toss the ball in the parachute and how far they could unravel a reel of sticky labels. The planning of activities has improved recently and includes good opportunities for the children to suggest ideas for play activities such as those linked to their vet's corner. The children aged 0 to 3 thoroughly enjoyed making greetings cards and exploring how toy cars can be moved. Their language skills are developing satisfactorily through such experiences.

The assessment of learning has gaps. For children aged 0 to 3, it has been amended recently to match their progress against the key learning goals. For children aged 3 to 5, it is less well focused on learning, which means that activities sometimes lack opportunities to maximise the progress made. Some of the more able children are not pushed on in their learning. Outdoors, the lack of equipment and suitable surfaces restricts what can be done to build the children's personal, social and emotional skills. For these reasons, children's achievement is only satisfactory.

The provision for the welfare of the children is satisfactory and encourages the expected level of personal development. The youngest children are learning how to share and take turns, although this is proving difficult for some. Older children play happily together and respond suitably to suggestions about how they can work in pairs or small groups when looking at storybooks. Staff are usually alert to welfare matters and they make sure the children are safeguarded properly.

The leadership of the EYFS changed three weeks before the inspection and so it is difficult to measure the impact of recent changes in policy and practice. However, leadership of EYFS has appropriate ideas for the improvement of provision and is satisfactory.

How effective is the provision in meeting the needs of children in the EYFS?*	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	3
How effectively are children in the EYFS helped to learn and develop?*	3
How effectively is the welfare of the children in the EYFS promoted?*	3
How effectively is the provision in the EYFS led and managed?*	3

* Common judgements made across all inspections of the EYFS

Sixth form

The very large open access sixth form provides a good quality of education. It is well led and managed. The teaching and learning and the overall achievement of students in the sixth form is good. Entry to the sixth form is very inclusive, including courses for those with limited success at GCSE, and retention on the selected courses is high. Students receive good guidance and support from the college to ensure that they make informed choices which appropriately meet personal and academic needs. Sixth form students take on many responsibilities by acting as mentors for students either in subjects or by being attached to tutor groups. The curriculum is outstanding and offers a broad range of academic courses and vocational courses at advanced level. Students enjoy the advanced learning skills course, and the extension studies course raises the aspirations of the most able students to the top universities. The setting of minimum target grades ensures students are kept well informed about progress and the next steps for improvement. Students raise some concerns about higher education guidance and their contributions to the student council.

The overall effectiveness of the sixth form	2
Outcomes for students in the sixth form	2
The quality of provision in the sixth form	2
Leadership and management of the sixth form	2

Views of parents and carers

The school has very good relationships with parents through parent groups and collects their views in a number of ways. The proportion of parents who returned the questionnaire was low. They comment that they are pleased with the quality of education Lutterworth College provides. Many were positive about discipline and behaviour. They think the school is well led and managed. They confirmed that their children are very happy at school. The main concerns raised by parents focused on the communication between home and school; parents would like more help from the school to support their children's learning at home. They also commented that children were not being helped to maintain a healthy lifestyle and a small minority of parents preferred traditional parents' evenings to the new mentoring for success evenings.

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs. In 2006-7, 14% of schools were judged to be outstanding.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well. In 2006-7, 46% of schools were judged good.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing for its pupils suitably. In 2006-7, 34% of schools were judged satisfactory.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. In 2006-7, 6% of schools were judged inadequate.

Common terminology used by inspectors

Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Achievement:	an overall measure of the pupils' success in their academic learning. The term combines attainment and progress. Pupils might make good progress, for example, but if their attainment remains low, inspectors may judge that their achievement is only satisfactory.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.



14 November 2008

Dear Students

Inspection of Lutterworth College, Lutterworth LE17 4EW

Thank you for making the inspection team so welcome at your school. We all enjoyed talking to you and you helped us to find out about Lutterworth College. You go to a good school. The following are strengths of the school.

- Students in the in the sixth form make good progress.
- Results at GCSE are consistently above the national average.
- There is outstanding support for vulnerable students, especially through the work of the Enterprise Centre.
- The specialist status in technology has brought many benefits to the school, you and local community, thus helping to improve the progress you make at school.
- The outstanding curriculum offers you an extensive choice and meets the needs of individual students.
- You display good behaviour and continually improving attendance.
- You enjoy school, feel safe and are prepared well for the future.
- There is good teaching with teachers displaying expert subject knowledge.
- Outstanding partnerships with local schools and agencies have helped to improve many aspects of school life and your well-being.
- The school's leaders and managers, dedicated and committed staff have been very successful in improving the quality of education you receive.

We have asked the school to make the following improvements so it can be even better.

- Ensure that you receive more teaching which is outstanding so more of you achieve the highest grades at GCSE and on courses you follow in the sixth form.
- Improve the quality of planning and outdoor accommodation for children in the Early Years Foundation Stage.

We wish you all the very best for the future.

Yours sincerely

Davinder Dosanjh
Her Majesty's Inspector

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