

# Lytham St Annes Technology and Performing Arts College

## Inspection report

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<b>Unique Reference Number</b>	119740
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	339520
<b>Inspection dates</b>	1–2 March 2010
<b>Reporting inspector</b>	Garry Jones HMI

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

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<b>Type of school</b>	Secondary
<b>School category</b>	Community
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
Gender of pupils in the sixth form	Mixed
<b>Number of pupils on the school roll</b>	1650
Of which, number on roll in the sixth form	309
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Lynne Davies
<b>Headteacher</b>	Mr Philip Wood
<b>Date of previous school inspection</b>	19 September 2006
<b>School address</b>	Worsley Road Lytham St Annes Lancashire FY8 4DG
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and five additional inspectors. The inspectors visited 56 lessons observing 56 teachers during 9 of the ten teaching periods held during the inspection. In addition, inspectors held meetings with governors, staff and students. They observed the school's work, and looked at school policies and records, including those related to safeguarding of students and the assessment of progress, minutes of governors' meetings and reviewed 183 parental questionnaires.

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

- the rate of progress in learning in lessons and particularly of boys
- the consistency of teaching and assessment across all key stages and subjects
- the impact of leadership and management at all levels on bringing about improvement
- progress and attainment within the sixth form.

## Information about the school

The school is above average in size and serves the town of Lytham St. Annes. It is a specialist college for technology and the performing arts. Most students are from White British backgrounds and a smaller than average proportion is entitled to free school meals. There are a small number of students from minority ethnic groups and a smaller number that have English as an additional language. The proportion of students with special educational needs and/or disabilities is below average, but the number of students with a statement for their special educational need is broadly average. The school has been awarded Investor in People status, Artsmark Silver, Sportsmark, the Basic Skills Quality mark and Healthy Schools Status.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

This is an outstanding school that has achieved significant improvement since its last inspection. The standards of attainment that students reach at the end of Key Stage 4 are high and pupils make good progress which represents achievement that is outstanding. There is a strong and shared commitment to raising attainment and achievement further for all students through continuous improvement of the provision. The school is very well led by an effective senior leadership team and there are clear plans for bringing about further improvement. The priorities for improvement are based on a rigorous cycle of self-evaluation that holds all staff accountable for their contribution to the students' achievements. The proven track record of improvement, the accurate self-evaluation and the clear plans for development demonstrate the outstanding capacity that the school has for further improvement.

A key feature in the school's improvement has been the consistent focus on staff development delivered through subject leaders and advanced skills teachers. This is targeted at need and has been successful in raising significantly the quality of the teaching to good. However, there remains a proportion of teaching that is satisfactory and rare examples of inadequate teaching. In some of these lessons, the planned activities do not build sufficiently on students' prior learning to enable them to make good progress. In other cases, the teacher takes too dominant a role in managing the learning and there is too little opportunity for the students to engage in a range of learning styles and to learn independently. The curriculum is of high quality. It is constantly under review and when needed changes are implemented. It provides students with pathways that are appropriate to their interests and abilities at all stages of their school career.

In many of the aspects of the personal development of the students, outcomes are good and in some areas outstanding. This development is fostered by an environment in which almost all students enjoy school and feel safe. This reflects the outstanding quality of pastoral care and guidance within the school. The development of a college-based support system within the school has been effective in allowing students to feel part of a smaller community in which they are well known and supported. They are given targets for each subject and their progress is monitored closely so that they can be supported when required. The support for the most vulnerable students within the school is exemplary and draws on coordinated action from specialist school staff together with external expertise when required.

## What does the school need to do to improve further?

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- Reduce the proportion of satisfactory teaching to ensure that students are able to make good progress in even more lessons, by:
  - providing opportunities for students to build on their previous learning and undertake activities that actively engage them in a range of learning styles
  - allowing them sufficient time to undertake independent learning to fully develop their understanding of skills and ideas.

**Outcomes for individuals and groups of pupils****1**

Attainment at the end of Key Stage 4 has been consistently high for the last three years. The proportion of students gaining 5+ A\*- C grades at GCSE that include English and mathematics is significantly above the national average, as are all other indicators. No students leave without qualifications and most leave with at least 5 GCSE subjects at grade C and above. The progress students make has improved and is good overall. There is no significant variation in the progress made by different groups of students. The high attainment and good progress illustrate that the extent to which students' achieve and enjoy their learning is outstanding. The school sets very challenging targets and these, including those for the specialist college, are generally met or exceeded. In lessons, students generally apply themselves diligently to the work in hand and are keen to do well. They respond eagerly to questions and are able to express their views and ideas confidently. Students show respect for the views of others. They display good capacity for working independently and in groups. In a small minority of lessons when the planned activities do not provide opportunities for active involvement in the work, students show less enthusiasm and do not always engage fully with the tasks. In a few lessons this resulted in some students engaging in low level misbehaviour. A small minority of students reported that they found this distracting. Generally behaviour is good and the relationships between students and with staff are extremely positive. Most students report that they feel safe in school and are confident that there is someone to turn to if they have a concern. The large majority enjoy school and attendance is above average. Students report that they have an excellent knowledge of how to stay healthy and many take advantage of the opportunities to engage in physical activities after school. Students make an excellent contribution to the development of the school community, particularly through the school council and by taking on positions of responsibility. There is also an extensive contribution to the wider community through charity fund raising, sports and the performing arts. The social and moral development of the students is very good, but their spiritual and cultural awareness is less well developed.

*These are the grades for pupils' outcomes*

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<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account: Pupils' attainment <sup>1</sup>	1
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

Teaching in the majority of lessons is good and there is some outstanding teaching, but there remains a proportion that is satisfactory. In the most effective lessons, teachers have high expectations and present a good range of challenging activities to the students. Teachers' subject knowledge is good and they use this to plan effectively. The use of a range of learning styles engages students and contributes strongly to their progress. The pace of learning is brisk as teachers provide clear expectations as to what should be achieved within sections of the lesson. Questions are used well to assess the students' understanding and to encourage them to reflect more deeply on their learning. In lessons that are less effective, the planned activities do not always build on students' previous learning sufficiently well to enable them to make good progress. In some lessons, the teacher dominates the activities too much and there are insufficient opportunities for students to engage actively with the tasks. The use of assessment to support learning is good overall. Teachers set students annual targets and monitor their progress regularly. There are some good examples of detailed marking that provides students with clear guidance on how to improve their work, but this is not consistent. The use of assessment data to monitor progress and to plan interventions is well developed.

The curriculum makes an outstanding contribution to the outcomes for students. In Key Stage 3, the curriculum is differentiated to reflect the starting points of the students, with a support group for the lowest attaining students. The specialist status of the college is reflected in the provision of accredited courses in the performing arts and information and communication technology within Key Stage 3. In Key Stage 4, the

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range of options is extremely broad and is extended by the provision of a number of courses outside the school day. The specialist status is again reflected in a wide choice of subjects in the performing arts and technology. Students are counselled on the appropriateness of courses and there is good involvement of parents and carers in the process of choice. In addition to the extensive provision within the college, students at risk of disengagement are offered a range of vocational courses from further education and a local training provider. There are regular intensive learning days for students to cover a range of issues, including enterprise education. The curriculum is further enriched by an extensive range of visits and extra-curricular activities.

Care, guidance and support are of extremely high quality and are a strength of the school. The school places an emphasis on effective transition into the school and between key stages and most pupils believe that they are well supported at these points. There is extensive provision for the most vulnerable students within the school, including a counsellor and school nurse. The needs of these students are monitored through a weekly student support group meeting. There are highly effective links with external agencies to provide additional support when required and regular multi-agency meetings are held to coordinate support. Pastoral care is effective with a system of colleges to provide students with a smaller group to associate with and smaller tutor groups within a large school. This, together with regular individual mentor meetings with form tutors, ensures very effective support for all students. The school works well with other schools on an inclusion project to meet the needs of students with attendance or behavioural difficulties. The positive impact of this is seen in the absence of fixed-term exclusions in the last academic year.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

There is an impressive shared sense of purpose and ambition within the school. A clear commitment to raising attainment and creating an excellent learning environment was voiced by all staff spoken to and the representatives of the governing body. The overwhelming majority of staff agreed that they knew what the school was trying to achieve. This strong commitment is evident in the rigorous approach that is taken to the monitoring and evaluation of students' outcomes and the quality of provision. This process underpins planning for improvement and the carefully structured programme of staff development that is delivered. The key role of middle managers in developing the

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quality of provision across the school is a strength. The impact of this work is evidenced by the documented improvement in the quality of teaching, high attainment and improving progress. There is a strong commitment by senior staff and governors to equality of opportunity and provision is good with all groups achieving equally well. The involvement of groups of students in specialist and extra-curricular activities is monitored closely to ensure equal access. There is a clear focus on challenging stereotypes and developing an understanding of diverse groups through the curriculum and the extra-curricular activities and visits. There is also an effective approach to addressing community cohesion. A detailed audit has been completed and plans are in hand to develop partnerships to extend this work in the national and international context. The links with the local community are well developed, but those with other racial and faith communities in the United Kingdom are less well developed. A strong commitment to safeguarding students is shown and there are high quality procedures and policies in place. Governance has improved and is now good with the governing body taking an effective role in supporting and challenging the school to improve.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Sixth form

The outcomes for students in the sixth form are good. Students, overall, make good progress and in some subjects progress is outstanding, for example, the school has gained a national award for the performance of boys in the performing arts for three years. The retention rate between Year 12 and 13 is high and there is good progression to higher education and employment. In addition, the personal development of students



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is good. Students play a key role in supporting younger students as mentors and are actively involved in the development of the school and wider community. Students are well supported in the sixth form. Progress is monitored closely and there are good systems of advice and guidance in place. There is a good range of courses and this has been broadened to include less academic courses. The range of extra-curricular activities is extensive. There are ambitious plans for the development of the sixth form based on monitoring and evaluation of provision. Leadership and management are good.

*These are the grades for the sixth form*

<b>Overall effectiveness of the sixth form</b>	<b>2</b>
Taking into account:	
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

A relatively small proportion of parents and carers chose to respond to the inspection questionnaire. Most parents and carers are happy with their child's experience at the school and believe that their child enjoys school. A small minority raised concerns that the school did not deal effectively with behaviour. Inspectors judge behaviour overall to be good and saw no evidence that the school did not deal effectively with incidents of misbehaviour. A few parents and carers believe that the school did not provide them with sufficient help to support their child's learning and did not take account of their concerns, but inspectors judge that the school is working hard to involve parents and carers in the education of their children.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of students registered at Lytham St Annes Technology and Performing Arts College to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 183 completed questionnaires by the end of the on-site inspection. In total, there are 1,650 students registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	68	37	106	58	6	3	3	2
The school keeps my child safe	64	35	108	59	10	5	1	1
The school informs me about my child's progress	78	42	92	50	11	6	2	1
My child is making enough progress at this school	58	32	101	55	20	11	3	2
The teaching is good at this school	42	23	119	65	17	9	3	2
The school helps me to support my child's learning	41	22	110	60	25	14	3	2
The school helps my child to have a healthy lifestyle	41	22	120	65	18	10	3	2
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	51	28	111	60	10	5	3	2
The school meets my child's particular needs	49	27	111	60	17	9	5	3
The school deals effectively with unacceptable behaviour	47	26	92	50	31	17	7	4
The school takes account of my suggestions and concerns	36	20	113	61	23	13	3	2
The school is led and managed effectively	56	30	104	57	14	8	3	2
Overall, I am happy with my child's experience at this school	65	35	101	55	15	8	2	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
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.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
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.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



4 March 2010

Dear Students

Inspection of Lytham St Annes Technology and Performing Arts College, Lytham St Annes, FY8 4DG

You may remember that I recently led the inspection of your college. I would like to thank you on behalf of my colleagues for your warm welcome and your willingness to talk to us about your work and to give us your views on the school.

We judge that your school is outstanding. You make good progress and achieve high standards by the time you reach the end of Year 11. This is the result of the good standard of teaching that is in the school. Your teachers challenge you to reach high standards and you respond well. The range of courses that you have the opportunity to follow in Years 10 and 11 is very wide. This, together with the ways in which the courses throughout the school are targeted at your individual abilities and the extensive extra-curricular activities, forms an outstanding curriculum.

You are very well known by the staff and the support and guidance they provide for you are outstanding. This is particularly the case for those of you that face particular difficulties. The result is that most of you told us that you felt safe in school and enjoyed the experience. Your behaviour is good overall; although a few of you let your standards drop in some lessons.

The school is well led and managed by the headteacher, his senior colleagues and the governing body. They monitor the school thoroughly and plan carefully for its improvement. We have asked them to improve the quality of some of the teaching, by making sure that the activities build on what you already know and give you the opportunity to get involved in tasks and to work independently. You can help by letting them know what sort of lessons help you to learn well and by behaving well in all lessons.

Yours sincerely,

Mr Garry Jones

Her Majesty's Inspector

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