

Lytchett Matravers Primary School

Inspection report

Unique Reference Number	113670
Local Authority	Dorset
Inspection number	354505
Inspection dates	30 June –1 July 2010
Reporting inspector	Christine Huard

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	420
Appropriate authority	The governing body
Chair	Mrs D Cobden
Headteacher	Simon France
Date of previous school inspection	13 March 2007
School address	Lytchett Matravers Poole BH16 6DY
Telephone number	01202 622378
Fax number	01202 632912
Email address	office@lytchettmatravers.dorset.sch.uk

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Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

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Introduction

This inspection was carried out by four additional inspectors. 23 lessons or parts of lessons were observed and 16 teachers were observed. Meetings were held with teachers, governors and a group of Year 6 pupils. Inspectors observed the school's work and looked at and evaluated a range of the school's documentation, including the school development plan, monitoring and assessment information, governors' minutes and teachers' planning. In addition, 228 questionnaires returned by parents and carers were analysed as well as those from staff and Key Stage 2 pupils.

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

- the success of strategies to raise standards in mathematics in Key Stage 1 and writing in Key Stage 2
- the quality of provision for pupils with special educational needs and/or disabilities
- the use of assessment systems to judge pupils' understanding in class and in monitoring pupils' progress
- the success with which the school promotes community cohesion.

Information about the school

Lytchett Matravers is a large primary school. It is a very popular and over-subscribed school. Most pupils attend from the village but about 40% travel from further afield. The proportion of pupils with special educational needs and/or disabilities is broadly average. Most pupils are of White British heritage. Children in the Early Years Foundation Stage are taught in two Reception classes. The school has a number of awards, including Healthy Schools and a very recent silver Eco-award. The headteacher has been in post nearly two years. There is a pre-school on site but this is not managed by the governing body and was not part of this inspection.

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?

2

The school's capacity for sustained improvement

2

Main findings

Lytchett Matravers is a good school. It has some outstanding features, particularly in the high quality of care it affords its pupils and in some aspects of their personal development. It provides an exciting and stimulating curriculum which inspires the pupils and enables them to achieve well. The great majority of parents and carers, wholeheartedly, support the school. One wrote, 'It really is a great school, all the teachers do a really good job. My daughter loves going into school and is always happy and smiling when she comes out at the end of the day.' The headteacher works tirelessly with the deputy headteacher to ensure that the strong ethos and philosophy of the school drive it forward. There is a determination and commitment to provide the best possible education for every pupil. The staff are enthusiastic, well motivated and work very well together. There is a staunch team spirit and a feeling of whole-school ownership of decisions made. Everyone is striving to improve further what is already effective practice.

Children in the Reception class get a good start to their education. The exciting range of activities provided in the stimulating environment mean that they learn effectively and make good progress. In Years 1 to 6, pupils continue the good progress. Attainment is above average and the school has done well to reverse the downturn in attainment seen in 2009. Progress in mathematics in Years 1 and 2 and that in writing in Years 3 to 6 has accelerated considerably in the last year. This is mainly because the school has significantly improved its assessment systems. The progress of pupils is now monitored rigorously and this monitoring means that any pupils having difficulties or performing particularly well are swiftly identified and a programme put in place to ensure the right level of support or challenge is offered. The system has ensured that pupils with special educational needs and/or disabilities are better provided for than previously and now they make good progress. However, progress is not always consistently good in some classes in Key Stage 2. This is because information from assessment is sometimes not used carefully enough to set challenging targets and high expectations in lessons. In addition, the high quality of marking seen throughout most of the school is not as consistently good in those classes.

Staff and governors know how well the school is doing. The school has set highly challenging targets for future development but they are achievable. The self-evaluation is very accurate and senior leaders and governors are rigorous in identifying areas for further development. There is a good capacity for further improvement, as is illustrated by the return to above average attainment by the end of Year 6 and the significant improvements made in mathematics and writing. The robust monitoring system ensures that the quality of teaching and learning is rigorously evaluated. Governors visit the

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school regularly. They promote community cohesion well. They have a good perception of the need for pupils to understand that they are growing up in a culturally diverse society. They recognise that first-hand knowledge of the range of cultures and beliefs found nationally is a weaker aspect of pupils' understanding. Plans are in place to link with a school in a culturally diverse society, although they have not been fully implemented.

What does the school need to do to improve further?

- Raise attainment in Years 3 and 4 by:
 - using information from assessment effectively to ensure that all pupils are appropriately supported or challenged
 - ensuring marking is used consistently to show pupils how they can improve their work.
- Implement fully plans to establish a link with a school in a contrasting area so that pupils can gain first-hand experience of meeting with and learning from pupils from different cultures.

Outcomes for individuals and groups of pupils**2**

Pupils throughout the school learn effectively because tasks are usually well matched to their individual needs. Strategies to raise attainment have proved to be very effective. This was obvious in a Year 2 mathematics lesson, where pupils used a variety of apparatus to help them work out fractions. The tasks were all set at different levels to ensure that all pupils were appropriately challenged and, consequently, the pupils made good progress and achieved well. Older pupils made good progress in developing their writing skills. In writing diary entries about the adventures of the two boys in 'Kensuke's Kingdom', one Year 6 pupil began, 'It's been many days now, I feel that boy is up to something...' demonstrating effective use of techniques to catch the reader's attention.

Pupils are very well motivated and keen to do well. They thrive in the nurturing atmosphere of the school. They have a good knowledge of what living a healthy lifestyle entails and have an excellent understanding of how to stay safe. They are thoughtful and reflective, assertive and confident. Their spiritual, moral, social and cultural development is good. The school council works very effectively and pupils make an excellent contribution to the life of the school. They are frequently asked for their ideas, which are often then incorporated into the curriculum. Behaviour in and around the school is outstanding and all the play spaces are happy and harmonious places. Pupils are, rightly, very proud of their silver Eco-award and, through this, are learning very effectively about their wider, global responsibilities. Pupils excellent punctuality and good attendance, as well as good literacy, numeracy and information and communication technology (ICT) skills, ensure they are getting a good grounding for the future.

These are the grades for pupils' outcomes

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

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
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
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers work hard to enthuse and inspire their pupils. They ensure that pupils know what they are going to learn and use resources, such as interactive whiteboards, skilfully. Pupils have lots of opportunities to discuss and compare their thinking with partners. In a lively Year 6 French lesson, pupils made good progress through short bursts of oral learning, interspersed with grammar and more-structured activities, to which they responded enthusiastically. Marking is good in the majority of classes and target setting is highly individualised, so that pupils know what they have to do to improve. In parts of Key Stage 2, teaching is not as consistently good as in the rest of the school.

The school has developed an exciting and creative curriculum. Where it lacks expertise, it has employed specialists. This applies particularly to music and French and the pupils benefit considerably from the expertise. A themed approach means that effective links are made across a range of subjects. This approach has a particularly good impact on progress, because pupils have many opportunities to practise their skills. The whole of the school environment, indoors and outdoors, is used to good effect and helps to bring subjects such as science alive for the pupils. The use of ICT is fully integrated into all topics and effective use of the internet means that pupils have a wide range of opportunities to extend their learning. A good variety of visits and visitors, as well as an excellent range of out-of-school activities, provide pupils with many additional

¹ 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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opportunities to enhance their learning.

It is firmly bound up in the ethos and culture of the school that every child's needs are known individually and catered for. As a result, all pupils, including those with special educational needs and/or disabilities, make good progress. The school works closely with parents and carers and a wide range of outside agencies to enable staff to make the best possible provision. Transition arrangements into and out of the school are effective. Pupils receive exceptionally good support for their personal development and are very well cared for.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher has tackled weaknesses tenaciously and swiftly reversed a downturn in attainment. This improvement could not have occurred had not staff at all levels shared his vision and ambition to improve standards and accelerate pupils' progress. Managers are not complacent and a strength of the school lies in the rigorous and effective way they monitor, evaluate and improve on every aspect of the school's performance. This approach leads to the continual raising of standards through sharply focused school improvement planning. Actions taken to ensure teaching is consistently good or better are beginning to have a positive impact but are not yet fully embedded. Governors visit the school regularly and play an active role in its strategic development. Equality of opportunity for all pupils is promoted effectively. The school ensures that pupils, whatever their ethnic or cultural background, or their ability, are valued and free from discrimination. Governors and leaders promote community cohesion well. The school has a wide range of links within the local community, which promote pupils' learning and understanding highly effectively. The school is in the process of setting up links with contrasting settings, but these are not yet fully established. At the time of the inspection, safeguarding procedures were extremely thorough. There are very careful checks on all adults who work in the school and health and safety checks, as well as risk assessments, are carried out regularly and rigorously.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	2

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	
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Parents and carers are confident that their children enjoy school, are safe and well cared for. They also express confidence in the leadership and management of the school. The great majority are happy overall with the experiences their children are receiving. A very small minority have concerns over whether the school listens to their suggestions and whether the school deals with unacceptable behaviour appropriately. Inspectors are confident that the school listens to parents and carers and takes their views on board, even though they may not always be able to adjust the school's programme to please everybody. There are a very few pupils in school with behavioural difficulties and there have been a very few occasions when there have been instances of inappropriate behaviour. Inspectors are confident that the school has dealt with these well, involving the assistance and advice of outside agencies where appropriate.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Lytchett Matravers Primary School 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 228 completed questionnaires by the end of the on-site inspection. In total, there are 420 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	130	57	88	39	9	4	0	0
The school keeps my child safe	161	71	61	27	3	1	2	1
The school informs me about my child's progress	72	32	133	58	18	8	2	1
My child is making enough progress at this school	83	36	118	52	14	6	5	2
The teaching is good at this school	99	43	115	50	9	4	1	0
The school helps me to support my child's learning	77	34	117	51	17	7	6	3
The school helps my child to have a healthy lifestyle	101	44	112	49	9	4	1	0
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)	75	33	118	52	11	5	0	0
The school meets my child's particular needs	88	39	111	49	17	7	4	2
The school deals effectively with unacceptable behaviour	67	29	119	52	21	9	5	2
The school takes account of my suggestions and concerns	59	26	112	49	34	15	8	4
The school is led and managed effectively	77	34	121	53	12	5	6	3
Overall, I am happy with my child's experience at this school	110	45	99	43	11	5	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



2 July 2010

Dear Pupils

Inspection of Lytchett Matravers Primary School, Poole BH16 6DY

Thank you for making us so welcome when we visited your school. We really enjoyed seeing you work so hard in lessons and play so happily outside. You showed us how much you enjoy your school and how pleased you are with how well you are doing. You are right to be pleased, because it is a good school!

Here are some of the highlights.

- You really enjoy school and make good progress in English, mathematics and science.
- You behave extremely well, both in class and out in the playground.
- You are reflective and are very proud of your school. You take very good care of each other.
- You have an interesting and exciting curriculum. I enjoyed especially the Year 6 French lesson and I think you did too!
- You understand very well how to stay safe and live healthy lives.
- The headteacher and governors are good at running the school and understand well how they could make it even better.
- Your teachers are doing a good job. They work hard to plan interesting lessons and involve you as much as possible. □
- All staff take good care of you and keep you safe.

There are some things the school could do better and we have asked the headteacher to make sure that:

- all teachers in Key Stage 2 use the information from the assessments they make to ensure that there is a range of activities that are very well matched to your abilities
- the governors establish links with schools in different areas to give all of you the chance to learn more about different cultures in the United Kingdom.

You can help by responding to your teachers' marking and ensuring that they know when you don't understand something.

Yours sincerely

Christine Huard Lead inspector (on behalf of the inspection team)

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