

Lytchett Matravers Primary School

Lytchett Matravers, Poole, BH16 6DY

Inspection dates 11–12 June 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Outstanding	1

Summary of key findings for parents and pupils

This is a good school.

- The headteacher and senior leaders show considerable determination and commitment in driving improvement in a highly coordinated way.
- The governors know the school very well. They are very thorough in challenging the school leaders to ensure their responsibilities are carried out with great professionalism and attention to detail.
- Pupils' attitudes are consistently positive in lessons and contribute very well to their learning. Pupils are well prepared for the next stage of education.
- Pupils are extremely well behaved, polite and have excellent manners. They feel very safe and are exceptionally well cared for by all the staff.
- Staff demonstrate outstanding relationships and the children follow this example exceedingly well.
- Work in books shows that pupils have great pride in what they do. They are taught well and benefit from skilful interventions and good questioning from their teachers.
- The school provides all the pupils with a rich, nurturing school environment in which to grow and develop well as British citizens.
- Pupils achieve well in reading, writing and mathematics, particularly in Key Stage 1. Their improving progress is leading to rising results in Key Stage 2.
- Pupils make excellent progress in the early years because planning is very focused. They leave Reception very well prepared for Year 1.
- The school curriculum provides exciting and engaging topics which staff plan carefully to provide enjoyable and challenging learning activities which support good achievement.
- Disadvantaged pupils, while small in number, are now achieving much better than they were prior to this year, particularly in mathematics. Teachers are keenly aware of these pupils' needs, and provide well for them.

It is not yet an outstanding school because

- Pupils' understanding and application of spelling rules are not always sufficiently developed, and some pupils do not use their knowledge of sounds to spell accurately.
- Work is not always well matched for pupils of average ability. It is sometimes too challenging for them to understand and achieve well.

Information about this inspection

- Inspectors visited 21 lessons to evaluate teaching and pupils' learning in a range of subjects, including English and mathematics. Some observations were carried out jointly with senior staff. Inspectors also listened to pupils read.
- Discussions were held with senior staff, middle leaders, pupils, parents, governors, a local authority representative and the school's improvement partner.
- Inspectors observed the school's work and looked at pupils' books, progress data, safeguarding information and other documentation.
- Inspectors took account of 73 responses to the online questionnaire, Parent View, the school's own parent questionnaire results, and responses from 51 members of staff.

Inspection team

Janet Sharp, Lead inspector	Additional Inspector
Mark Anderson	Additional Inspector
Matthew Klimcke	Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school.
- The proportion of disabled pupils and those who have special educational needs is below average.
- The proportion of disadvantaged pupils supported by the pupil premium (additional government funding for pupils known to be eligible for free school meals or children who are looked after) is much lower than average.
- The majority of pupils are White British. The proportion of pupils who speak English as an additional language is much lower than the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress, at the end of Year 6.
- Children in the Reception classes attend school full time.
- The school is part of an informal network of local schools consisting of primary and secondary schools who work together, share ideas and support one another.

What does the school need to do to improve further?

- Support pupils with spelling so that their writing standards improve by:
 - improving pupils' understanding and application of spelling patterns and rules
 - ensuring that pupils use their knowledge of the sounds letters make to spell words accurately.
- Ensure that activities are well matched to all ability groups, particularly for pupils of average ability, so that the same high quality learning is accessible to all, and that it is invariably suitably challenging.

Inspection judgements

The leadership and management are outstanding

- The headteacher and deputy headteacher have a very detailed grasp of the strengths and weaknesses of the school. They use this knowledge to drive improvement in all aspects of school life.
- Leaders are rigorous and accurate in their assessment of the quality of teaching and pupils' achievement. They take very rapid action to support staff to address any weaknesses. They use thorough performance management processes to ensure that all teachers are appropriately challenged.
- The headteacher has instigated a very strong focus on raising the quality of teaching across the school. He has taken an uncompromising approach to underperformance, and has successfully addressed any weak teaching. The pupils in the school are benefiting considerably from this extended focus, and results are clearly beginning to rise.
- Leaders constantly strive for better outcomes and hold teachers strongly to account for the progress of pupils in their class. Year leaders, subject leaders and senior leaders carefully analyse and evaluate pupils' progress information. They ensure that support and advice are appropriately targeted and frequently reviewed. This, along with the school's excellent care and guidance for all pupils, promotes equal opportunities and ensures that any discrimination is robustly tackled.
- Disadvantaged pupils supported by additional government funding are now making much better progress than previously, particularly in mathematics. Assessment information shows that the current Year 6 pupils have significantly closed the gap in mathematics with other pupils nationally. The whole cohort has achieved better than last year. The in-school gap remains, but this group has made accelerated progress. The school targets additional funding at emotional as well as academic needs for these pupils in a very personalised and ambitious way. This includes training two staff to be available to support children, parents and families when crises arise.
- The school has implemented a succession-planning approach to middle leadership. Middle leaders are exceptionally effective in their roles, and make a significant contribution to the school's success. They monitor a range of aspects across the school and observe teaching regularly, developing and supporting teachers as necessary. They are also being used to share and develop skills in others. The school has placed high value on this to ensure teachers continually develop, and that progression is in place for the future.
- The school has a creative and rich curriculum. It is outstanding in the way it has been developed to provide deep and meaningful experiences and learning for each year group. Pupils have strong memories of many of the engaging activities they have carried out. As a result, pupils really enjoy their learning which is greatly assisted by their excellent behaviour and very positive attitudes.
- The curriculum and the school environment are used well by staff to foster pupils' social, moral, spiritual and cultural development. Everyone is warmly accepted, valued and respected, with some excellent displays of activities undertaken by pupils. British values feature highly in the school and are developed in a wide range of ways. More recently, the school used the parliamentary election to teach and demonstrate the concept of voting in a democracy.
- The school uses the additional government sport funding very effectively. This has resulted in pupils' increased participation in sport, and has raised staff knowledge, skills and confidence. This in turn has improved achievement overall in physical education.
- Arrangements to ensure pupils are kept safe meet all current requirements. Thorough procedures are in place to manage pupils' safety, and pupils fully understand how to keep safe. Partnerships with outside agencies ensure that vulnerable pupils are given the most appropriate support in order to enjoy school and achieve.
- The school receives monitoring support from the local authority and engages the support of a highly qualified school improvement partner to provide further challenge.
- Attendance is monitored well and the school has successfully changed its policy to ensure that absence is reducing.
- Parents speak very highly of the school, as do the staff. They clearly feel valued, appreciated and well supported.
- As part of a local group of primary and secondary schools, activities are shared to benefit pupils across the group. This school has recently led training for other schools in improving mathematics learning and better assessment of pupils' attainment and progress.
- **The governance of the school:**
 - The governing body is outstanding in the way it both supports and challenges the school. Governors ensure all of their responsibilities are carried out very effectively and thoroughly.

- They know the school’s strengths and weaknesses very well and are keen to support the school in confronting its challenges. They thoroughly monitor the development plan, and hold the headteacher and senior leaders fully to account, setting suitably challenging targets for the headteacher. They regularly check his progress towards meeting his targets, and are kept informed as to how all teachers progress towards meeting their performance objectives. These are strongly linked to school development priorities.
- Governors have a good understanding about the quality of teaching and are knowledgeable about performance data and know how well pupils are achieving compared to their peers nationally.
- Governors ensure teachers’ pay is directly linked to their effectiveness, and give staff an opportunity to meet with them to share their successes. Governors have been closely involved in supporting the headteacher in tackling underperformance.
- Finances are exceptionally well planned and managed through regular meetings with the school finance officer. Governors carefully monitor the spending of extra funding, such as the pupil premium, and how it is used to impact on pupils’ achievement.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding. They consistently show very positive attitudes to learning, and take great pride in their work and their school. They take very good care of their environment.
- Their excellent behaviour contributes very positively to their success in learning. Pupils enjoy lessons and cooperate very well in class and around school. They respond quickly to routine requests from their teachers.
- Pupils know the school rules and apply them readily. They know that teachers will address any rare incidences of poor behaviour very quickly and consistently.
- The very high standard of behaviour enables teachers to make learning exciting and fun, knowing that pupils will respond sensibly. Pupils are exceptionally enthusiastic learners and enjoy very positive relationships with each other and with the staff who work with them.
- Pupils show respect and good manners to each other, their staff and visitors.
- There are very few children with specific behaviour issues. These pupils have individual plans, and the support that they receive is very effective in averting any difficulties before they arise.

Safety

- The school’s work to keep pupils safe and secure is outstanding.
- All aspects of safety are very well led and developed. Staff and governors are suitably trained in safeguarding, and some of these have safer recruitment training to enable them to fulfil their role in appointing staff.
- Bullying is extremely rare, and pupils know that it would be taken seriously by staff if it should occur and would be addressed swiftly. Pupils know the different types of bullying and receive regular training in school about how to stay safe in a wide range of circumstances, including on the internet and social media.
- Pupils know that the staff value them as individuals and this makes them feel very safe in school. They have an excellent understanding of risks and how to reduce them.

The quality of teaching is good

- Overall, teaching is good. Teachers plan and deliver lessons which engage pupils well and build on their existing knowledge and skills.
- Pupils achieve well in reading, writing and mathematics and are often given work which extends and challenges them. The most able pupils and those with learning needs are well catered for.
- Teaching in mathematics ensures pupils develop understanding well. Pupils are challenged to give reasons and explain their thinking and methods for solving problems. This is having a positive impact on pupils’ learning.
- In every year group, pupils are enthusiastic about their learning, take great pride in their work and want to do their best. They work sensibly and are thoughtful, considerate and respectful of others.
- Teaching assistants generally provide a great deal of support for individuals and groups of pupils, enabling them to access their learning well.

- Work in pupils' books is marked with helpful feedback and pupils generally respond to this when appropriate. Pupils' work shows pupils are making good progress in their learning.
- Lessons are well planned. Teachers prepare exciting and engaging activities which help to develop depth in pupils' learning. They often provide pupils with memorable experiences, and which help them to recall new concepts and skills.
- Teachers have high expectations of pupils' engagement and behaviour in their learning, and pupils rise to this expectation. They are motivated learners who enjoy their learning.
- Teachers use questioning very skilfully and, through this, help pupils to understand what is being taught. In a lesson developing a character description, for example, well-directed questioning helped to challenge the pupils to extend their vocabulary.
- Support provided for disabled pupils, those who have special educational needs and disadvantaged pupils is good. Their progress is monitored and discussed regularly with the inclusion coordinator and, where necessary, rapid support is put in place for a limited time and its impact assessed. This cycle of support enables these pupils to keep up with their peers.
- Pupils in Reception and Year 1 are taught phonics (the sounds that letters make) well, and they use this effectively in their writing. Older pupils are less confident in using their phonic knowledge in their writing and therefore spelling errors occur sporadically. Pupils in Years 2 and 6, who were heard reading, were less confident in using their knowledge of letter sounds to read words.
- Grammar and punctuation are taught well, and pupils use these elements confidently in their work.
- Sometimes the level of challenge is too much for pupils of average ability to sufficiently understand. As a result they are not always fully able to grasp what they are learning.

The achievement of pupils

is good

- Pupils enter school at levels typical for their age and make excellent progress in Reception. Progress in Key Stage 1 is better than average, while progress up to last year was in line with national averages for Key Stage 2. Current evidence shows that pupils in Key Stage 2 are now achieving better than in previous years.
- In 2014, Year 6 pupils achieved better in reading and writing than in mathematics. The most able pupils did better than pupils nationally in reading and writing, and were in line with pupils nationally in mathematics. Year-on-year tracking shows that current Year 6 results are better than they have been previously, particularly in mathematics.
- In the 2014 national tests, the small number of disadvantaged pupils were one month behind other pupils nationally in reading, nine months behind in writing and 30 months behind in mathematics. In relation to other pupils in the school, they were two months behind in reading, seven months behind in writing and 27 months behind in mathematics.
- Disadvantaged pupils made good progress in Key Stage 2 from low starting points. Inspection evidence indicates that the gap between the school's disadvantaged pupils and other pupils nationally has closed for the current Year 6, and is closing for pupils in other year groups. This is due in part to the impact of good training and staff development.
- The most able pupils in Key Stage 1 achieved particularly well last year, with more than double the proportion achieving the higher National Curriculum Level 3 in writing than most schools nationally. These pupils achieved well above other schools nationally in reading and mathematics.
- In 2014, the small number of disabled pupils and those who have special educational needs achieved in line with similar pupils nationally at Key Stage 1. They were also in line with similar pupils nationally in reading, and slightly below in writing and mathematics at Key Stage 2.
- Good and some examples of outstanding achievement were seen generally in lessons. Pupils' commitment to improving is clearly effective in supporting their success. Effective marking helps pupils to know how to improve, and they have clear and focused targets to support this.

The early years provision

is outstanding

- Children begin early years with knowledge and skills that are typical for their age. They all make outstanding progress during their year in the Reception classes. They are well prepared for their entry into Year 1.
- Excellent relationships are developed with parents. Learning is seen as a partnership between school and

home. Parents are well supported in helping to continue their children's learning outside of school.

- The early years classes meet the children's needs very well. Adults build excellent relationships with children, and intervene sensitively and skilfully in their learning. Probing questions help to develop children's knowledge and understanding.
- Children work and play exceptionally well together, with very high standards of manners and respect for one another. They have a thirst for learning, engage very enthusiastically and have a desire to succeed.
- The children are very well cared for and nurtured. The team of staff ensures they behave exceptionally well and are kept safe.
- Assessments are used very effectively by staff in identifying and planning for children's next steps in their learning.
- Focused teaching supports children's development in reading, writing and mathematics very effectively. There is an excellent emphasis of pupils using their knowledge of letter sounds across the curriculum.
- The early years leader has very high expectations which are shared and embraced by the staff. She has developed an outstanding setting which is seen as an exemplar and visited by other schools in the local area.
- The very small number of disadvantaged pupils, disabled pupils and those with special educational needs is very well supported. Their progress is accelerated and they catch up with other children by the end of the Reception Year.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	113670
Local authority	Dorset
Inspection number	449604

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	425
Appropriate authority	The governing body
Chair	Kristine Knudsen
Headteacher	Simon France
Date of previous school inspection	30 June–1 July 2010
Telephone number	01202 622378
Fax number	01202 622378
Email address	office@lmpsdorset.co.uk

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