

Inspection of Lutterworth High School

Woodway Road, Lutterworth, Leicestershire LE17 4QH

Inspection dates: 6 to 7 February 2024

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Previous inspection grade	Outstanding

The headteacher of this school is Julian Kirby. The school is part of Lutterworth High School Academy Trust. This is a single academy trust. The trust is overseen by a board of trustees, chaired by Janet Price-Jones.

What is it like to attend this school?

Pupils have strong positive relationships with the staff at this school. Pupils know they can go and speak to staff at the key stage hubs if they have a worry or a concern. Many pupils enjoy attending the school. Pupils feel safe and happy. They are generally proud and hold positive views of the experience they receive.

Staff know the pupils well. This helps them support pupils who have additional needs. The school is inclusive and celebrates diversity. Pupils proudly show off the badges they have received for contributing to the wider life of the school.

The ethos of the school promotes that 'learning comes first' but there is also an acknowledgment that learning goes beyond lessons. The 'emerald way' is one strategy that encourages all pupils to partake in charity work and competition. It also enables pupils to show creativity and develop cultural understanding. This develops each pupil holistically.

The overwhelming majority of parents and carers would recommend the school to others. One parent summed up the view of many when they said, 'My child is thriving at this school. The school treats each child as an individual and takes the time to understand their passions.'

What does the school do well and what does it need to do better?

The school has an ambitious curriculum. Pupils study a broad range of subjects at key stages 3 and 4. The school ensures that pupils in key stage 3 gain the prerequisite learning for them to be successful in key stage 4. For example, in modern foreign languages Year 7 pupils receive teaching in both French and Spanish. They then select one language which they can gain a depth of understanding for in Year 8 and 9. Design and technology and art rotations give pupils sufficient time to study these subjects in depth.

The curriculum is well planned and sequenced so pupils can build on what they know. In many subjects the key vocabulary, knowledge and skills are explicit. Many teachers focus on teaching these. This helps pupils gain the most important knowledge and develop subject-specific skills. For example, in food lessons pupils learn about nutrition. They also develop the skills to prepare a range of savoury dishes.

Teachers have strong subject knowledge. They use this well to impart knowledge. The school prioritises professional development to support teachers to become more effective. This has a strong impact. Many teachers question pupils effectively to check and deepen their learning. Many teachers use the school's feedback, assessment and response (FAR) strategy to ensure that feedback promotes further learning. While these approaches are securely and consistently embedded in many subjects, there is variation in efficacy between some subjects and key stages. When

this is the case, some pupils do not achieve as well as they should, particularly in key stage 3.

Pupils with special educational needs and/or disabilities (SEND) are well supported. They access the full curriculum. Pupils with SEND feel included in all parts of school life. The school regularly assesses all pupils' reading ability. Pupils who are at the earlier stages of reading access planned interventions to help them become better readers. Reader leaders in key stage 4 read with pupils in key stage 3. This helps all pupils develop an appreciation of the importance of reading regularly.

Pupils are particularly familiar about the importance of equality and how this relates to legislation and life in modern Britain. They have an age-appropriate understanding of relationships education. The range of clubs and activities, such as art club and Minecraft club to name a few, allows pupils to develop their talents and interests. Many pupils engage in competitive sport. Pupils in key stage 4 engage in work experience to gain an understanding of the world of work and further prepare for their future. While there many areas of strength in the personal development offer, there are areas of less high quality, for example some older pupils do not develop a strong enough understanding of different faiths and cultures.

Pupils behave well in lessons and around the school. They know that any discriminatory language or bullying will not be tolerated. There is common application of the school's well-understood rules. Pupils show a positive attitude to learning. Most commit strongly to their studies and rise to the high expectations set by the school.

Trustees are committed to ensuring that the school provides the best education and experience for pupils. They understand their statutory responsibilities. They provide support and challenge to school leaders. Staff enjoy working at the school. They believe their workload and well-being is well considered.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, particularly in key stage 3, teaching and assessment strategies are not used as effectively as in other subjects. As a result, some pupils do not achieve as well as they could. The school must ensure that the teaching and assessment strategies are consistently and securely embedded across these subjects.
- There are a few aspects of the personal development provision in certain year groups that are not as consistently well planned or developed. On occasions, these aspects are not of the same high quality as other aspects of the personal

development offer. When this is the case, some pupils miss out on valuable personal development opportunities. Leaders must ensure that all opportunities for personal development are of equally high quality and accessible to all pupils.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	137115
Local authority	Leicestershire
Inspection number	10298470
Type of school	Secondary comprehensive
School category	Academy converter
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	855
Appropriate authority	Board of trustees
Chair of trust	Janet Price-Jones
Headteacher	Julian Kirby
Website	www.lutterworthhigh.co.uk
Date of previous inspection	6 December 2017 under section 8 of the Education Act 2005

Information about this school

- The school is part of the Lutterworth High School Academy Trust.
- The school uses four unregistered alternative providers.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- The inspectors met with the headteacher, other school leaders and members of the trust board.
- The inspectors carried out deep dives in these subjects: science, mathematics, English, geography, computing and art. For each deep dive, inspectors met with subject leaders, visited a sample of lessons, spoke to teachers, spoke to groups of pupils about their learning and looked at samples of pupils' work.

- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the view of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interest first.
- The inspectors observed pupils' behaviour in lessons and around the school site during breaktime and lunchtime.
- The inspectors spoke with groups of pupils and staff. An inspector considered the responses to Ofsted Parent View, Ofsted's online survey, and to the staff and pupil survey.

Inspection team

Rakesh Patel, lead inspector	His Majesty's Inspector
Mohamed Patel	Ofsted Inspector
Clive Worrall	Ofsted Inspector
Damian Painton	Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024