

Inspection of Lytchett Matravers Primary School

Lytchett Matravers, Poole, Dorset BH16 6DY

Inspection dates: 20 and 21 June 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Lytchett Matravers is a happy, safe and secure environment. Relationships throughout the school are warm and welcoming. Pupils are full of pride when discussing their school. Staff and parents react similarly. Pupils particularly value the school's nurturing ethos. They feel comfortable discussing worries with trusted adults. Some pupils use 'The Nest,' where staff help them deal with their anxieties.

Leaders have recently revised the school's behaviour policy. As part of this process, they asked pupils for their views. As a result, pupils understand staff's expectations of them. They behave well in class and at social times. Pupils respectfully listen to each other's views in group work. They hold doors open to visitors.

Leaders ensure that pupils experience a high-quality curriculum beyond the academic. Sport has a high profile in the school. Many pupils talk of their enjoyment of physical activity. This includes competitions in a diverse range of sports where the school has enjoyed success, such as netball and sailing. Pupils pursue their talents and interests through a range of clubs such as eco-club, chess, choir and sewing. Older pupils talk excitedly about enhancing their drama and musical skills in the key stage 2 production.

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

Strong senior leadership has created an aspirational culture for pupils. They have ensured the school has retained its focus on how well pupils learn, despite the challenges some pupils faced with social and emotional difficulties after the national lockdowns. Pupils' attendance declined in this period. However, through leaders' tenacious work, all groups of pupils, including those who are disadvantaged, attend school above national rates.

Leaders have created a strong team of middle leaders who know the strengths and weaknesses of the curriculum. Staff say they have a voice in the school and that leaders consider suggestions they make. They appreciate the professional development available through the trust. This helps support staff with their subject knowledge.

Leaders swiftly form robust plans for improvement when pupils' published outcomes do not meet their expectations. They rigorously check these. For example, while leaders were disappointed with pupils' progress in reading in 2022, they have quickly addressed these weaknesses. The reading curriculum is now a strength of the school. Leaders have retrained staff in how to teach reading. Staff ensure they teach using the same methods and vocabulary. This means pupils learn to read consistently well. Staff quickly identify those pupils who fall behind. Through precise support, these pupils catch up and keep up.

Leaders have created a highly ambitious curriculum for all pupils, including those with special education needs and/or disabilities (SEND). Inclusivity lies at the heart

of the school's work. Staff identify pupils with SEND early. They adapt provision well to their specific needs. Leaders have tailored the curriculum so that it fits the school's context. This starts in the early years. Leaders have ensured that plans clearly identify the knowledge pupils will learn and in what order.

Teachers make checks on what pupils have learned previously before moving on to new content. As a result, pupils generally learn the intended content well. For example, children in Reception Year talk impressively about different types of fossils. Older pupils recall what they have learned about historical figures, such as Rosa Parks. However, in some subjects, teachers' work for pupils does not match the high ambition of curriculum plans. Consequently, pupils do not learn as much as they could.

Leaders have created a well-designed personal development curriculum which complements their academic learning. They plan for trips and visitors into school that are closely linked to the curriculum. This helps pupils deepen their knowledge. Staff take advantage of the school's location in this. For example, pupils visit Stonehenge in history. Leaders plan residential trips to build pupils' independence.

Pupils have a strong knowledge of equality of opportunity. For example, they understand that some pupils in the school require additional support to help them manage their emotions. They understand that people are different and show respect across cultures, religions and different backgrounds. Pupils know how to stay safe online. For example, they know not to share details with strangers.

The trust supports the school well. It oversees the school's curriculum to check how well it is planned and sequenced. Governors value the trust's contributions to the school. They feel it provides additional expertise to ensure the quality of education remains good. Both they and the trust share the same vision for the school's next steps.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have established a culture of vigilance. They have established consistent approaches to recording concerns. Staff handle pupils' disclosures with sensitivity. They swiftly refer these and any other concerns to leaders. Leaders escalate concerns as necessary. They challenge outcomes if appropriate. Staff work closely with agencies to help families get the ongoing support they need.

Leaders make thorough checks on staff, contractors and visitors. They keep well-organised records of these. The trust makes regular checks on the school's safeguarding work. Leaders take feedback on board and make changes to systems as necessary.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, teachers' expectations are not high enough. They do not provide pupils with tasks that match the high ambition of the curriculum. As a result, pupils do not learn as much as they could. Leaders need to ensure that teachers' expectations of pupils in all subjects are high so that they learn well across the curriculum.

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](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	146475
Local authority	Dorset
Inspection number	10256731
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	433
Appropriate authority	Board of trustees
Chair of trust	Alice Wrighton
Headteacher	Simon France
Website	www.lmpsddorset.org
Date of previous inspection	Not previously inspected

Information about this school

- Lytchett Matravers Primary School converted to become an academy in November 2018. When its predecessor school, Lytchett Matravers Primary School, was last inspected by Ofsted, it was judged to be good overall.
- The school is part of Hamwic Education Trust.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with senior leaders, groups of staff, groups of pupils, trust executive leaders and members of the local governing body.
- Inspectors carried out deep dives in the following subjects: early reading, mathematics, physical education and history. For each deep dive, inspectors

discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, looked at samples of work and spoke to pupils about their learning.

- Inspectors also spoke to pupils and looked at samples of work in design and technology, art and design and English.
- The lead inspector listened to pupils in Years 1, 2 and 3 read to an adult.
- Inspectors considered how well the school protects pupils and keeps them safe. The lead inspector met with the designated safeguarding lead to evaluate the effectiveness of safeguarding measures. The lead inspector also scrutinised the school's single central record of employment checks.
- Inspectors observed pupils' behaviour in lessons and around the school site. Additionally, inspectors spoke to pupils to discuss their views about the school.
- Inspectors spoke to parents at the start of the school day. They also considered the responses to Ofsted Parent View, Ofsted's online survey, the pupil survey and the staff survey.

Inspection team

Jason Edge, lead inspector	His Majesty's Inspector
Jo Randall	Ofsted Inspector
Matthew Barnes	His Majesty's Inspector

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