

# Egerton High School

Kingsway Park, Urmston, Manchester, M41 7FZ

<b>Inspection dates</b>	15–16 March 2016
<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher, with the support of a strong, knowledgeable governing body has successfully addressed the key issues from the last inspection so that the school is now good, with the capacity to improve even further. Staff have high morale and share the headteacher's and governors' vision for the school.
- Most pupils, including those supported by pupil premium funding, now make good or better progress from their starting points in English, mathematics and other subjects.
- On leaving school, all pupils gain some form of external academic or vocational accreditation and all move on to further education, training or employment.
- Staff have developed strong relationships with pupils so that there is mutual respect shown in and out of lessons.
- Pupils' spiritual, moral, social and cultural development is well promoted. Pupils' understanding of British values is well developed.
- Staff work effectively together to include all pupils in lessons so that the vast majority engage well and make expected or better progress in their learning. Teachers' checking of work helps pupils to understand how well they are doing and what to do to improve.
- Pupils conduct themselves well around school and in lessons. They take responsibility to keep themselves safe. They respond well to staff guidance and instruction.
- Senior leaders are challenged well by governors to ensure that the quality of teaching, learning and assessment continues to improve.
- Governors ensure that effective safeguarding arrangements are in place.

### It is not yet an outstanding school because

- Not all leaders have the requisite skills to conduct lesson observations and provide focused feedback for teacher colleagues. As a result, opportunities are missed to sharpen classroom practices.
- Provision for humanities and food technology is underdeveloped. As a result, there are no opportunities for external awards in these subjects.

## Full report

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

- Improve the quality of teaching, learning and assessment even further by:
  - ensuring that all leaders receive additional training in conducting lesson observations and in providing effective feedback
  - ensuring that all staff benefit from sharing the good or better classroom practices already in evidence in the school.
  
- Strengthen provision for humanities and food technology so that:
  - all pupils benefit from additional enriching learning experiences and life skills
  - all pupils have further opportunities to gain external accreditations in these subjects.

## Inspection judgements

### Effectiveness of leadership and management is good

- The headteacher, with the support of an enthusiastic staff team, has successfully addressed the issues from the last inspection so that the school is now good. He has been further assisted by a supportive but challenging governing body as well as the advice and guidance received from a national leader of education.
- The previous support for the school, provided by an outstanding local special school, is no longer required. The school is now more outward looking and is sharing best practice with three other local special schools. Staff now subscribe to the headteacher's vision and have high aspirations for all pupils. The local authority is now in a monitoring role.
- The strong mutual trust that has developed between all staff and pupils is at the heart of the school's work. As a result, pupils engage very positively in lessons and value learning. Their spiritual, moral, social and cultural development, and their understanding of the British values of tolerance, respect, democracy and the rule of law are major strengths of the school's work.
- Senior leaders have ensured that the quality of teaching, learning and assessment continues to improve through their regular checking of lessons. Consequently, pupils are making better progress from their starting points in English and mathematics than they were at the previous inspection. When pupils leave the school, they all achieve external accreditations in at least English and mathematics and move on to further education, training or employment.
- Leaders ensure that school and subject development plans are clearly focused on improvement. The plans refer to agreed actions, costs, resources, staff roles and timescales, and are regularly reviewed against agreed performance indicators. The document that describes and evaluates how well the school is currently performing links very well to these performance indicators and is accurate in its judgements.
- Performance management of teaching and teaching assistants is used to good effect. All staff have opportunities to develop both personally and professionally so that they can improve their classroom practice. Teaching assistants are deployed well in lessons to provide support for learning because their own strengths and interests are taken into account beforehand. Trainee teachers receive strong support from school leaders so that their subjects become a strength of the school.
- Currently, senior leaders conduct most lesson observations and provide feedback to staff. As yet, other leaders do not have the skills required to partake in this aspect of the school's work. Subsequently, opportunities are missed in sharing the best classroom practices already in evidence in the school, or in ensuring that any weaknesses are quickly identified and followed up.
- School leaders have worked hard to increase curriculum opportunities for all pupils since the previous inspection. As a result, there has been an increase in the number of external qualifications available to pupils, including vocational pathways in the good off-site alternative provision. Pupils achieved GCSE grades in design technology for the first time last year. However, provision for humanities and food technology is not yet fully developed. As a result, pupils do not yet have the chance to partake in external examinations in these subjects.
- The school does provide additional learning opportunities out of school time. Pupils spoken to talked enthusiastically about the inter-school football tournaments in which they have experienced great success. Other activities include 'teens and tots' placements, where pupils work under supervision one day per week at local nursery schools. Pupils enjoy rewards outings such as indoor bowling or indoor climbing and abseiling. A residential holiday is run at Moel Fanau in North Wales each year which contributes well to pupils' social, moral, cultural and spiritual development.
- Parents spoken to say that the headteacher and his staff are very approachable and willingly discuss any concerns or issues. Parents say that the school is a safe environment and that pupils' behaviour is much improved since the last inspection.
- Pupil premium funding is well used to target pupils with persistent absence issues. Inspectors found that an identified group of pupils, while still below national expectations for attendance, had still made more than 20% improvement since starting at the school, due to school actions in partnership with parents. The small amount of Year 7 catch-up funding has been used successfully to improve the literacy and numeracy levels of one or two pupils.

## ■ The governance of the school

- The governing body is now at full strength. Governing body members have a wide range of knowledge, skills and expertise to bring to bear. As a result, they provide very effective support and challenge to the headteacher and his staff.
  - Governors are regular visitors to the school. They have a particular focus when they visit and report their findings back to the relevant committee or the full governing body.
  - Headteacher reports to governors are succinct and informative. This enables governors to pick out important information to ask challenging questions or provide follow-up support.
  - Governors are well informed about pupils' outcomes in regard to their academic or vocational achievements. They also track and monitor the progress of pupils supported by pupil premium funding and they know about the impact of Year 7 catch-up funding. Governors know that there is a targeted group of pupils with attendance difficulties who are making improvements from very low starting points on entry to the school as a result of effective interventions by the school.
  - School policies are regularly discussed, reviewed and updated with governors.
  - Governors are well informed about the quality of teaching, learning and assessment. They know that this has improved markedly since the last inspection. They oversee the performance management of the headteacher and staff applying for the upper pay scale.
- The arrangements for safeguarding are effective. Governors have conducted a recent audit and review of safeguarding in partnership with the local authority designated officer. Governors have regular update training in safeguarding and in safer recruitment. There has been a recent 'Prevent' course for staff and governors to update them about the dangers of extremism and radicalisation. There is a named governor for safeguarding.

## Quality of teaching, learning and assessment is good

- The quality of teaching, learning and assessment is now good and has improved since the last inspection report. Subject specialists, supported by trained teaching assistants, have been deployed well to provide lessons that engage and motivate pupils. Senior leaders check the quality of teaching on a regular basis and provide information about the strengths and weaknesses they observe.
- Inspectors observed a number of lessons in Key Stage 3 and in Key Stage 4. A key strength of these lessons is the strong relationships that have been formed between all staff and pupils. These, alongside clear expectations about learning and behaviour, ensure that pupils are keen to engage in lessons with little distraction or disruption. On rare occasions, teaching assistants provide time out, which is often within the classroom rather than outside.
- Classrooms, including the gymnasium, contain helpful and attractive displays (for example, about pupils' progress in different sports skills) which pupils refer to during lessons. Imaginative use of visual and auditory resources, for example in a Key Stage 4 English lesson, inspired pupils to write creatively and 'from the heart' about their early years experiences.
- Teachers use agreed procedures for checking work and providing feedback to pupils in accordance with the school's policies. As a result, pupils are able to understand what they have achieved and what the next steps are in their learning. In a physical education (PE) lesson at Key Stage 4, for example, pupils were able to reflect on a video of their performances in a handball lesson. In design technology, pupils complete regular assessments so that the teacher can identify strengths and areas for improvement in the next topic.
- Subject teachers make good use of questioning and explanation skills to guide pupils in their learning. These skills are further enhanced when pupils are encouraged to research topics such as 'eating disorders' in a Key Stage 3 lesson because they become interested in the topic and want to know more about it. Subsequently, pupils develop their language and thinking skills to better engage in speaking, listening and writing activities. They improve their computer skills when engaged in researching a topic.
- Teachers make good use of information provided about each pupil from reading, spelling and numeracy assessments completed when pupils arrive at the school. This information enables teachers to plan challenging work that is appropriate for least-able pupils but also challenges the most able. For example, in Key Stage 4 English, the most-able pupils are encouraged to develop their independent and creative writing skills to then be in a position to sit the GCSE examination one year early. In both English and mathematics, most-able pupils receive intensive support in developing examination skills and independent thinking.

- There is strong off-site provision for pupils who may have barriers to learning. For example, the Impact Tuition Centre staff provide sensitive one-to-one tutoring to engage positively with more vulnerable pupils. As a result, pupils' attendance and attitudes to lessons have improved, and they make progress towards their targets in English, mathematics and other subjects.
- At Key Stage 3, pupils have recently been taught humanities. All pupils have been taught cookery lessons. However, these two subjects have not yet been sufficiently developed to ensure that all pupils have the chance to access external qualifications, partly as a result of recent staff absence due to illness.
- Teachers have not yet routinely observed each other's classroom practices to develop the skills of observation and feedback. Opportunities are missed to more quickly identify strengths and weaknesses in the quality of teaching, learning and assessment so that even more improvements can be made.

## **Personal development, behaviour and welfare is good**

### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is good. One of the key strengths of the school is the mutual respect between all staff and pupils in their care. Pupils spoken to stay how much they value this because it keeps them calm and gives them confidence.
- Pupils' attitudes in lessons are good because expectations are clear. Since the last inspection, pupils now place a greater emphasis on the importance of learning. As a result, they know that if they work hard there will be rewards for their efforts, for example local trips to enjoy indoor bowling. One or two older pupils are further motivated to take examinations early in Year 10.
- Parents spoken to praised the school because staff are very approachable and listen to and follow up any concerns or issues they may have. This reassures parents and contributes to pupils' improving emotional well-being.
- Pupils spoken to state that they feel safe at all times. They are unaware of any recent bullying. They say that they respect differences and would be accepting of any pupil who came to the school regardless of gender, race, religion, sexuality or ethnicity.
- Pupils spoken to confirm that they are not allowed to access social networking sites in school. 'We are here to learn,' they said. They say that they have user names and passwords and know about keeping safe on the internet. They learn about British values through personal, social and health education lessons as well as sex education.
- Pupils in alternative provision demonstrate improved attitudes to learning – for example, completing homework tasks. They are able to talk through their work with enthusiasm and respond well to the one-to-one support or small-group learning.

### **Behaviour**

- The behaviour of pupils is good. Pupils' conduct around school, including classrooms, corridors, outside and at lunchtime is good. There are very few occasions when pupils misbehave. They say that this would normally arise out of frustration or momentary anger, rather than a deliberate act.
- Staff supervision is always evident, but often at a distance. This enables pupils to develop independence and self-management. They appreciate this. For example, Key Stage 4 pupils make use of their common room and treat it with great care and respect.
- Behaviour in lessons is good with only rare disruptions. Staff skilfully manage potential disruption by careful observation and quick, calm responses (for example, a short 'time out'). As a result, the need for physical intervention or fixed-term exclusion has reduced markedly since the previous inspection, which is a significant improvement.
- Attendance overall remains low compared with the national average in all schools. However, school leaders were able to demonstrate that, despite a recent intake of an additional 12 pupils, which negatively affected the overall figure, pupils who have been persistently absent from school have improved their attendance by 20% since arrival at the school because of the school's actions.
- Pupils in alternative provision demonstrate calmer behaviour than when they were in school, and their attendance has improved.

## Outcomes for pupils

## are good

- On entry to the school, pupils arrive with mostly low starting points because they have experienced a number of barriers to their learning, often relating to poor attendance, exclusions from school or disrupted education. Since the last inspection, most pupils, including those supported by pupil premium funding, have made expected or better progress in English, mathematics and other subjects, for example science, design technology, art and design, and PE.
- By the end of Key Stage 4 last year, a much greater proportion of pupils leaving the school achieved up to four GCSE grades compared with previous years. For the first time, most-able pupils achieved A\* to C grades in English. For the first time as well, all leavers went on to further education, employment or training because of the strong support provided by the school's transition coordinator.
- From Key Stage 3, pupils are encouraged to read for pleasure because the English subject leader ensures that they have regular access to 'The Bookcase'. There is evidence that a number of pupils take books home to read and they take responsibility to sign the book back in. Pupils heard reading demonstrate fluency in their reading and are able to talk about what they have read.
- The school ensures that all pupils are assessed in their reading, spelling and numeracy abilities on entry to the school. Teaching and support are directed towards meeting the needs of pupils who have difficulties in any of these areas, so that they engage well in lessons and make the same progress as their peers. Also, most-able pupils receive additional challenge in lessons: for example, when they are encouraged to develop their independent research and creative writing skills through the use of the internet. In mathematics, pupils develop their thinking and reasoning skills when linking statistical information to bar graph examples. They learn to become independent in their learning so that they can then use problem-solving skills with confidence when completing GCSE examination work.
- Across other subjects, pupils are motivated to engage well and they make good progress when they feel a sense of ownership in their learning. For example, in art at Key Stage 3, pupils responded enthusiastically when able to choose a research topic from a range of options. In PE, pupils demonstrated a deeper understanding about how practising taught skills leads to improvement and more efficient teamwork in a game of handball.
- There is no difference between the progress (from their starting points) made in different subjects by pupils receiving pupil premium funding and their peers.
- Pupils attending alternative provision successfully gain vocational awards or AQA units in literacy, numeracy, computing and preparation for work. Older pupils prepare well for working life or further education through 'taster' sessions at Trafford College. They develop self-confidence and resilience which enables them to take up a full-time place when they leave school. The school deploys a member of staff to ensure that these placements are sustained at Trafford College.

## School details

<b>Unique reference number</b>	131885
<b>Local authority</b>	Trafford
<b>Inspection number</b>	10008163

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

<b>Type of school</b>	Special
<b>School category</b>	Community special
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	56
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rachael Lewis
<b>Headteacher</b>	Mark Burgess
<b>Telephone number</b>	0161 749 7094
<b>Website</b>	<a href="http://www.egertonhighschool.co.uk">www.egertonhighschool.co.uk</a>
<b>Email address</b>	<a href="mailto:egerton.admin@trafford.gov.uk">egerton.admin@trafford.gov.uk</a>
<b>Date of previous inspection</b>	8–9 April 2014

## Information about this school

- Egerton High School provides for secondary-aged pupils all of whom have an education, health and care plan or a statement of special educational needs relating to social, emotional and mental health difficulties.
- The vast majority of students are of White British heritage and their first language is English.
- Most students (above the national average) are entitled to support provided by the pupil premium (additional funding for students known to be eligible for free school meals and those looked after by the local authority). There are very few girls.
- The school makes use of the following alternative providers: Rathbone UK, Trafford College; Gorse Hill Studios, and Impact Tuition.
- The school has had recent staffing difficulties due to illness.
- The school has developed a working partnership with three local special schools. These are New Park, Cloughwood and Penkford.
- The school received support from an outstanding special school, Melland, but this has now ceased.
- The school continues to receive support from a national leader in education who is based at Loreto High School.

## Information about this inspection

- Observations were made by inspectors in lessons across the school and off-site at the Impact Tuition Centre. The headteacher completed joint observations with an inspector. A learning walk was conducted by an inspector.
- Observations were made in and around the school, including break time and lunchtime.
- Meetings were held with the headteacher and other senior leaders about the school's work. Inspectors met with a local authority representative, the school improvement adviser and two governors (including the Chair of the Governing Body) to discuss school improvement issues.
- An inspector met with two parents to gain their views about the school. There were insufficient responses to consider from Ofsted's online questionnaire, Parent View, but one parental response was received via free text.
- Inspectors met formally and informally with small groups of pupils. An inspector heard two pupils read.
- Inspectors looked at a range of school documents including the school development plan; the school's document about how well the school is doing; safeguarding, behaviour and attendance policies and records; information about pupils' progress in their learning; and policies relating to teaching and learning. Governors' documents and minutes of meetings were also considered.

## Inspection team

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Ofsted Inspector

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