

Suite 22  
West Lancs Investment Centre [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
Maple View  
Skelmersdale  
WN8 9TG

T 0300 1231231

[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

Direct T 01695 566855

Direct F 01695 729320

[gail.hill@cfbt.com](mailto:gail.hill@cfbt.com)



6 July 2011

Mr M Burgess  
Headteacher  
Egerton High School  
Kingsway Park  
Urmston  
Manchester  
Lancashire  
M41 7FZ

Dear Mr Burgess,

### **Special measures: monitoring inspection of Egerton High School**

Following my visit to your school on 5 July 2011, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The inspection was the third monitoring inspection since the school became subject to special measures following the inspection which took place in June 2010. The full list of the areas for improvement which were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – satisfactory

Progress since previous monitoring inspection – good

This letter and monitoring inspection report will be posted on the Ofsted website.

I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Governing Body and the Director of Children's Services for Trafford.

Yours sincerely

Liz Godman  
**Additional Inspector**



**Annex**

**The areas for improvement identified during the inspection which took place in June 2010**

- Secure the longer-term arrangements for the senior management team and distribute leadership roles among staff.
- Improve the students' range and quality of achievement principally through improving the management of their behaviour and the better use of the school's facilities.
- Strengthen governance by increasing the governing body's involvement in school development and in the life of the school.
- Improve the tracking and assessment of students' learning and their progress in managing their own behaviour.

## **Special measures: monitoring of Egerton High School**

### **Report from the third monitoring inspection on 5 July 2011**

#### **Evidence**

The inspector observed the school's work, scrutinised documents and met with the headteacher and deputy headteacher, groups of students, the Chair of the Governing Body, the School Improvement Partner designate and a representative from the local authority.

#### **Context**

Since the last monitoring inspection, the acting headteacher and the acting deputy headteacher have been appointed to these posts on a permanent basis. The restructuring of the staff has been completed, although the post for an English teacher is currently unfilled and is covered by a temporary teacher. The job of pupil well-being coordinator has been advertised.

#### **Pupils' achievement and the extent to which they enjoy their learning**

Students' learning in lessons is improving steadily, particularly where the content of the lesson is practical or is linked to students' interests and experiences. The rate of learning is starting to increase, as more teachers give a clear indication as to what has to be achieved within the time available. Students' behaviour is generally calmer, although there are still occasions when students arrive at the lesson and disrupt it from the outset, refusing to respond to requests from staff. In the lessons where staff have higher expectations of a mature and sensible response, engagement is noticeably better. For example, in a Year 10 science lesson, students enjoyed undertaking an experiment. In this lesson, they were trusted to use sulphuric acid and Bunsen burners and did so with due regard to their own and others' safety. Similarly, in a session led by the youth offending service, students showed a growing preparedness to give their views, to listen to others and to sustain concentration.

Work in students' books in mathematics and science shows steadily accelerating progress, especially at Key Stage 4, where there are growing expectations of success at GCSE. This is less evident in English, where there is no permanent subject teacher. Every student in the current Year 11 has secured a college place for next academic year. Although attainment remains low, these plans to continue in education provide an early indication of the higher achievement and aspirations of these students. This is also beginning to be reflected in other year groups throughout the school.

## **Other relevant pupil outcomes**

A greater number of students show increasing self-control. Occasions when the inappropriate behaviour of one student triggers that of others are much reduced. Although some lessons continue to be interrupted by inappropriate behaviour, swift intervention by staff is reducing its negative impact on the learning of others. Similarly, outbursts on corridors are considerably less frequent. Students show greater respect for one another, for staff and for the school environment. For example, in a pool table session during the morning break, they took turns, handled the equipment with care and responded promptly to staff requests to clear away at the end of the break. The school's own records confirm that assaults on staff and damage to premises are becoming less and less frequent. As a result, the use of exclusions also continues to reduce.

Levels of attendance remain far too low for too many students. On occasion, attendance figures are affected by poor punctuality or by students leaving the site without authorisation. For a small number, this is exacerbated by a part-time timetable arising from a phased integration into full-time schooling. These factors continue to limit students' preparedness for the future. However, for some students there are signs of improvement as a result of the school's increasingly rigorous follow-up to absences.

Progress since the last monitoring inspection on the areas for improvement:

- improve the students' range and quality of achievement principally through improving the management of their behaviour and better use of the school's facilities – satisfactory

## **The effectiveness of provision**

The quality of teaching has improved since the last monitoring inspection. Work is matched more closely to the needs of the whole class and increasingly to the needs of individuals. Lessons have clearer learning objectives and the roles of support staff are more sharply defined in lesson plans. This is increasing all students' access to the activities planned for the lesson. Generally, adults are calmer and more effective in managing students' behaviour. Work in students' books shows better coverage of the curricular content, particularly in mathematics and science. There is also evidence of growing use of information and communication technology to enhance engagement and motivation. For example, this was effective in an expressive arts lesson and in personal and social education provided by the youth offending service.

Marking of students' work gives clearer indication of the levels at which they are working and at Key Stage 4, there is closer reference to the criteria for GCSE grades. However, even in the better lessons, students remain insufficiently involved in evaluating their own learning or in identifying how they could improve their work. Systems to assess students' levels of attainment and their abilities are becoming more firmly established. This provides a better basis for setting personalised targets, planning activities to meet individual and group needs and for tracking progress. Plans are in place from September 2011 to improve the

curriculum. These plans are designed to enable a more precise response to individual needs, as well as to raise academic expectations and to meet social and emotional needs more effectively.

Ongoing improvements to the fabric of the school provide a more suitable environment for learning and are increasingly respected and valued by the students.

Progress since the last monitoring inspection on the areas for improvement:

- improve the tracking and assessment of students' learning and their progress in managing their own behaviour – satisfactory

### **The effectiveness of leadership and management**

The headteacher and deputy headteacher are playing a key role in driving improvement and in securing a more stable staffing structure. The life of the school is settling down following the appointments of the senior leaders and the staff restructuring. Consequently, staff are increasingly focused on raising achievement and improving behaviour. This, in turn, is securing a more coordinated approach and a greater sense of shared responsibility for school improvement. The growing involvement of a range of external agencies is providing enhanced support for students' complex needs arising from their emotional difficulties and their social circumstances. A stronger staff presence around the school during lessons and at breaks is having an increasingly positive effect on students' behaviour. Although subject leaders are growing in confidence in developing work in their subjects, the school recognises that an important next step is to focus on improving teaching and the curriculum in order to secure a better response to students' academic needs.

Ongoing plans for improvement are sharper and underpinned by a clearer vision for the future, shared by staff and members of the governing body. The governing body is developing a stronger role. Its work has secured improvements to the premises, increased staffing stability and has significantly reduced the budget deficit. In particular, its committees are increasingly active and effective. It has also been instrumental in developing a partnership with the local authority and in securing support increasingly well-matched to the school's priorities. The governing body is giving greater challenge to senior leaders to account for school improvement. There is now a simple, but relatively new, system to record visits to the school by members of the governing body. The governing body recognises that there is still further scope for more of its members to see first hand the impact of their decisions on the developing day-to-day work of the school.

Progress since the last monitoring inspection on areas for improvement:

- secure the longer-term arrangements for the senior management team and distribute leadership roles among staff – good
- strengthen governance by increasing the governing body's involvement in school development and in the life of the school – good

## **External support**

The support of the local authority is having a clear and positive impact on school improvement. The chief adviser (secondary) maintains a good overview and his commitment to the school has secured a well-coordinated response to the school's needs and priorities. From September 2011, the Local Leader in Education (now a National Leader), who has been supporting the school, will, at the request of the governing body, take on the role of the School Improvement Partner. She has played a key role in supporting senior leaders in developing an increasingly rigorous approach. The local authority's advisers have provided helpful advice in setting the school on the right path in developing more effective tracking and assessment systems and in improving the quality of teaching.