

CfBT Inspection Services
Suite 22
West Lancs Investment Centre
Maple View
Skelmersdale
WN8 9TG

T 0300 123 1231
Text Phone: 0161 618 8524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T 01695 566855
Direct F 01695 729320
Direct email:
gail.hill@cfbt.com



5 December 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 2 December 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 fourth 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 – satisfactory

Newly Qualified Teachers may not be appointed.

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 on 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 inspection of Egerton High School

Report from the fourth monitoring inspection on 2 December 2011

Evidence

The inspector observed the school's work, scrutinised documents and met with the headteacher, the school's well-being coordinator, groups of students, a parent, the Chair of the Governing Body and two representatives of the local authority.

Context

Since the last monitoring inspection, a pupil well-being coordinator has joined the school. There is a new Chair of the Governing Body. The timings of the school day have been changed and a new group has been established away from the school site for students who find it particularly difficult to manage in a school setting.

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

Students' learning in the lessons observed during this inspection showed limited signs of improvement, particularly in lessons where a majority of students did not arrive at the lesson, although they were present in the school, or left the room before its end. Where students did sustain engagement, they made better progress when the topic caught their imagination or they were practically involved. An example of this was a Year 7 information and communication technology (ICT) lesson, where students also took some part in reviewing their own learning at the end of the lesson. Similarly, the same group engaged in lively discussion about the life of Adolf Hitler. When students remained in lessons they completed the work set and did what was asked of them, although there were some instances of inappropriate language and restlessness.

Students' work in mathematics shows some improvement in the amount of work completed. This is most evident in the work of the off-site construction group where students have applied their mathematical skills to solve real-life problems, such as calculating the area of floor covering required. The science work of some Year 11 students also shows improving progress for those who attend the lessons regularly. In English, the Year 7 class has made an encouraging start, but opportunities to accelerate students' progress are missed because marking does not indicate sufficiently clearly what they have to do to improve their work.

In contrast, the progress of students, who have opportunities to learn away from the school's main site at the Turnaround Centre, is accelerating rapidly. Their attendance and behaviour are much better because the activities have captured their interest and allow them to develop their personal, social, literacy and numeracy skills in a practical context.

Attainment remains very low, with only a tiny proportion of last year's Year 11 gaining E to G grades in GCSE English, mathematics and science. However, most of these students have transferred successfully to further education or work-based learning. Predictions for the current Year 11 show a better picture.

Other relevant pupil outcomes

Disruptions to lessons are reducing as the students who are in lessons are generally interested in completing their work. However, disruptions around the school were frequent during this monitoring inspection, arising after assembly, when students walked out of lessons and at lesson changeover times. The work of the well-being coordinator is enabling some students to start to come to terms with their social and emotional difficulties. This has unsettled the behaviour of some, although a greater number of students are able to relate to others more appropriately. Parents and carers are increasingly involved with the work of the school and several report improvements this term in their child's behaviour and happiness.

School data show an overall improvement in attendance. The changes to the timing of the school day have had a positive effect on attendance and, particularly, on punctuality. All of the students in Key Stage 3 were present during this monitoring inspection, which shows a marked improvement. The attendance of students, mainly from Key Stage 4, who attend the Turnaround Centre has also increased dramatically. Most of these students, all of whom have histories of very poor attendance, having attended every session possible. Students who attend the construction sessions are also gaining better skills for the future. They show increasingly sustained concentration and more responsible attitudes, helping them to develop skills for the workplace. They also appreciate the opportunity to try out different skills before committing themselves to an accredited vocational further education course.

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 the better use of the school's facilities – satisfactory

The effectiveness of provision

Although lesson observations undertaken by the local authority suggest that the quality of teaching has improved, this was less evident during this monitoring inspection. The objectives for lessons are clearer and shared with the students. Adults manage behaviour with increasing calmness. However, although there are exceptions, work is insufficiently matched to students' individual needs and many students are not completing the amount of work of which they are capable. With the exception of the ICT lesson observed, there are too few opportunities for students to use ICT for research or to present their work. There was also time in the ICT lesson for students to evaluate their learning, although much of this was led by the teacher, but such evaluation is less developed in other lessons. Although most students' work is marked regularly, marking gives little indication to the students as to

what they have to do to improve their work. Marking in mathematics is an exception to this and does indicate the next steps in the students' learning.

A number of improvements have been made to the curriculum since the start of this term. Most notable are the increasing number of occasions for some students to learn away from the school site and the resulting improvement in their engagement, behaviour and attendance. Also, the increasing focus on personal and social skills, led by the well-being coordinator, is starting to help students to be aware of, and overcome, the emotional barriers to improving their learning and behaviour. However, the curriculum provided on the main school site is not yet enabling students to realise their academic potential.

The school environment is cleaner and tidier and some areas are more conducive to personal and social learning. Some classrooms also contain stimulating displays which better reflect students' interests and, for example, their skills in multi-media. However, other classrooms remain rather barren and unwelcoming to 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 continue to drive improvements in the school. They have brought stability to the staffing structure and have been key to the development of the off-site learning opportunities. However, senior leaders recognise that there remains much to do to secure the necessary improvements to teaching, assessment and students' learning. Increasingly stronger partnerships are helping the school to make improvements. For example, the Egerton Steering Group represents the different agencies which work with the school and includes members from social care, mental health and youth offending services, as well as educational, school and local authority representatives. This is enabling the school to address the complex social and personal needs of the students in a more coordinated and informed way and to plan for the longer-term development of the school's work. Partnerships with parents are also improving and more parents are engaging with the work of the well-being coordinator alongside their children. This is helping to improve relationships at home and at school.

The governing body is becoming more involved in the life of the school. Records of visits show that more of its members are visiting to observe the school in operation and are gaining a greater involvement with the students and their families. The chair is actively exploring ways to further develop the role of the governing body in supporting and challenging 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 – satisfactory

- Strengthen governance by increasing the governing body's involvement in school development and in the life of the school – satisfactory

External support

The local authority continues to provide well-judged support for the school. Its support for the development of the Turnaround Centre has been instrumental in ensuring the rapid development and effectiveness of this provision. This has enabled the students who attend the centre to re-engage with schooling and has helped to prevent them from dropping out of the education system. Local authority representatives are also key members of the Egerton Steering Group which is drawing key agencies together in supporting the school and in enhancing provision to meet the needs of the students.