

Wright Robinson College

Falmer Close, Gorton, Manchester, M18 8RL

Inspection dates 20–21 September 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Overall, the expected progress made by students in English and mathematics is improving. However, the achievement of some groups of students, such as those supported by the pupil premium, is not rapid enough and the proportions making and exceeding expected progress is not sustained over time.
- Recent improvements in the assessment and marking of students' work that provides feedback to students on what they need to do to improve are not yet fully developed in all areas.
- The quality of teaching is good and improving and is having a positive impact on the recent attainment and progress of students. However, there is still some teaching that requires improvement, particularly in lessons where the work does not always stretch some students and others find the work too difficult.
- The college's efforts to develop students' literacy, communication and numeracy skills across the curriculum is not yet consistently applied across all subject areas.

The school has the following strengths

- The behaviour of students and their attitudes to learning are often exemplary.
- Students feel safe in college and parents overwhelmingly support this view.
- Effective partnerships and work with external agencies is a strong feature of the college.
- This is a very inclusive college. Students are polite and respectful to each other and to staff and visitors and are sensitive to each other's needs and opinions.
- Senior leaders have made an exemplary impact on punctuality and attendance. Attendance has improved over the last three years and is high.
- Senior leaders and the governing body know the college well. They demonstrate a commitment and determination to continually improve the quality of education students receive.
- The leadership and management of teaching is effective and this has had positive impact on the quality of teaching and driven up attainment since the previous inspection. The curriculum is planned well to meet students' individual needs and effectively supports the students' spiritual, moral, social and cultural development.

Information about this inspection

- The inspectors observed 45 lessons taught by 45 teachers. Meetings were held with five groups of students, staff and three members of the governing body
- The inspectors took account of the 102 responses from parents recorded in the on line questionnaire (Parent View).
- The inspectors looked at the college’s self-evaluation evidence, development plans, documents relating to safeguarding, internal and external students’ progress data, work in students’ books and observed the college’s work.

Inspection team

Alan Parkinson, Lead inspector	Additional Inspector
James McGrath	Additional Inspector
Nigel Pressnell	Additional Inspector
John Ashley	Additional Inspector
Kathleen Harris	Additional Inspector

Full report

Information about this school

- Wright Robinson is larger than the average sized secondary school.
- The proportion of students known to be eligible for the pupil premium is well above average.
- The proportion of students from minority ethnic backgrounds is slightly above the national average and the number of students whose first language is not believed to be English is slightly below the national average.
- The proportion of students supported through school action is above the national average. The proportion of students supported at school action plus or with a statement of special educational needs is below the national average.
- The college meets the government's current floor standards, which set the minimum expectations for students' attainment and progress. The college uses the Manchester's Pupil Referral Unit, the Compass Centre, North Outdoor Interventions and Manchester Young Lives as alternative provision for some students.
- The college has received the Inspiring IAG Bronze Award, Youth Sports Trust Gold Partnership Award, together with other awards in recognition of the college's work.

What does the school need to do to improve further?

- Improve achievement, particularly in English and mathematics, to ensure that all groups of students, taking account of their starting points, make more rapid progress and the proportions making and exceeding expected progress is sustained over time by:
 - ensuring that the good practice in assessment procedures is fully embedded across all subject areas
 - ensuring that literacy, communication and mathematical skills are further developed and fully embedded across all areas.
- Improve the quality of teaching so that it is consistently good or better in all lessons by:
 - building on existing good practice of adjusting work to match more closely the needs of every student in the class and ensuring that learning always progresses at a rapid pace
 - ensuring that expectations are consistently high.

Inspection judgements

The achievement of pupils

requires improvement

- Over the last two years there has been an upward trend in attainment and achievement, and since the previous inspection the proportion of students achieving five or more GCSE passes at A* to C, including English and mathematics has increased significantly.
- Students enter the college with attainment that is well below the national average. Although students' overall achievement is improving in English and mathematics, the progress made by some groups of students varies from year to year. There is no established pattern but in a given year, taking account of their starting points, some groups of students make more than expected progress. However, the progress made for some other groups occasionally has not been rapid enough and good progress is not sustained over time.
- The college's rigorous tracking and monitoring of students' progress provide information and data on individuals and groups of students that is being used effectively to inform planning. Recent initiatives to reduce the gap in progress for students supported by the pupil premium are beginning to have an impact on these students' achievement in English and mathematics. However, it is too soon for the college to demonstrate that this progress has been sustained.
- Disabled students or those with special educational needs achieve well in comparison to other students.
- The college has been proactive in developing students' reading and numeracy skills through the summer school initiative. The college encourages reading and inspectors found that the students' reading skills did not hinder their progress in the education provided. However, the opportunity for students to develop and apply their skills in reading, writing, communication and mathematics is not fully embedded in all lessons and across all subject areas.
- Students' outcomes across a range of subjects at GCSE in 2012 were variable. Students gained high levels of attainment at A*-C equivalent grades in all BTEC subjects and this reflected good progress in these subjects. Furthermore, clear evidence was presented during the inspection to demonstrate that proportion of current Year 11 students that had already achieved GCSE grade C or above in both English and mathematics, is substantially higher at this stage than in previous years. Although progress in the majority of lessons was good, inspectors also noted variations in some lessons across classes and subjects. The college's efforts to support different student ability groups in some subject areas is enabling them to make progress and meet national expectations but this is not consistent across all subjects.

The quality of teaching

is good

- In the best lessons, activities predominantly stretch and challenge and meet the needs of all students in the class. Teachers demonstrate good subject knowledge and their enthusiasm motivates students to achieve well. Homework is used well to consolidate learning.
- Students make exceptional contribution to their own learning and respond enthusiastically and responsibly when given opportunities to work collaboratively and to develop as independent learners.
- Students demonstrate exemplary attitudes to learning in the vast majority of lessons. Opportunities for reflection on learning and the inspirational teaching seen in the outstanding lessons contribute significantly to students' personal development.
- Teachers' use of diagnostic questioning to make regular checks on progress is a key feature in the good and outstanding lessons.
- Marking of students' work has improved since the previous inspection and is a developing strength. Constructive marking that provides feedback to students on what they need to do to

improve is appreciated by students.

- To a great extent the teachers' standards are being met consistently in the good and outstanding lessons and to a lesser extent in the lessons that require improvement. This was particularly the case in relation to closely matching work to students' ability so that they are appropriately challenged.
- Teaching assistants are deployed effectively in areas of greatest need and their support of identified students is proactive and encouraging, securing good progress for the students whose circumstance make them most vulnerable.
- In some lessons, there are occasions when teachers' expectations of learning is low, resulting in slower progress caused by lapses in concentration. Although the college has made a concerted effort to provide opportunities for students to develop and practise their literacy and numeracy skills in subjects across the curriculum, there were missed opportunities evidenced in some lessons observed during the inspection.

The behaviour and safety of pupils are outstanding

- Students demonstrate a polite and calm demeanour. Relationships between students and between students and adults are exemplary. Some students, when describing their college, said, 'It's like one big family'. Students have a genuine pride in their college and this contributes to their very positive attitudes to learning. This is evident across all ability groups, including those who are disabled or with special educational needs. The behaviour of students has improved since the previous inspection. Exclusion rates are falling and incidents are dealt with appropriately. The college has clear behaviour policies and practices in place and these are monitored well by senior leaders. Behaviour is managed well throughout the college and this view is supported by the vast majority of parents.
- Students are fully aware of the different forms of bullying. They report that bullying is rare and any instances are quickly resolved. The college's ethos strongly contributes to its inclusiveness where students from a diverse range of cultures and religious backgrounds work respectfully with one another.
- The college has been proactive in increasing punctuality and attendance. Attendance has improved significantly over the last three years and is high in relation to the college's context. The attendance of potentially vulnerable students is showing marked and sustained improvement.
- Effective partnerships with parents and external agencies are a strong feature of the college's work. The college has access to a well-managed pupil referral unit and other alternative off-site provision, such as the Northern Outdoor Interventions and Manchester Young Lives, that enable students with additional needs to continue accessing their curriculum and progress in their learning. The Compass Centre, managed by the college, provides good off-site provision for students with additional needs.
- Students report that they feel safe in college and when travelling to and from home. The college pays due regard to safeguarding and the college site is secure.

The leadership and management are good

- The headteacher, senior leaders and governing body have a clear vision for further college improvement with a strong focus on teaching and learning. The senior leaders and governing body have accurately identified the college's strengths and areas for improvement through effective self-evaluation processes. This has underpinned the upward trend in attainment and achievement. The headteacher and senior leadership team clearly demonstrate that they have the capacity, skills, commitment and determination to realise the vision to improve students'

personal and academic development continually.

- Both senior leaders and middle managers are effective in monitoring the quality of teaching and its impact on learning through direct observations and short visits to classrooms. Teachers receive regular feedback on their performance together with advice on how this can be improved further. This has contributed to the acceleration in students' rates of progress.
 - The college recognises that a significant number of students enter the college with a low level of key skills. Through proactive intervention much good and outstanding practice now exists in extending and promoting reading, writing and communication skills across the curriculum but if learning is to be accelerated through the development of these skills then greater consistency across all subjects is required.
 - The curriculum is good and is reviewed annually to ensure that it meets students' needs well. It is well-planned and provides opportunities for students to develop a wide range of skills that promote learning. Sport has made a significant contribution to the promotion of achievement for all students, including those who are disabled or with special educational needs, with a focus on the development of skills and teamwork.
 - Students' spiritual, moral, social and cultural development is promoted well through the rich extra-curricular programme of trips and visits as well as the strong work ethic.
 - The college has established very effective partnerships with parents and external agencies that support and enhance the educational experiences and opportunities for students and ensures that students' safety is maintained.
 - The local authority provides effective support through the work of the School Improvement Partner.
 - **The governance of the school:**
 - the governing body provides good support and challenge. It actively monitors the work of the college, uses performance management to set challenging targets and evaluates progress towards its objectives. There is a strong focus to raising achievement and ensuring that it is sustained
 - governors undertake their statutory duties effectively. Safeguarding procedures and policies meet national requirements.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupil's needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupil's needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	105564
Local authority	Manchester
Inspection number	405000

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

Type of school	Secondary
School category	Community
Age range of pupils	11-16
Gender of pupils	Mixed
Number of pupils on the school roll	1582
Appropriate authority	The governing body
Chair	Colin Brierley MBE
Headteacher	Neville Beischer
Date of previous school inspection	9 May 2011
Telephone number	0161 3705121
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