

Westleigh High School - A College of Technology

Westleigh Lane, Leigh, Lancashire, WN7 5NL

Inspection dates 20–21 November 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
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 good school.

- Teaching is good in the large majority of lessons and some is outstanding. This is having a positive impact on the attainment and progress of students.
- The behaviour of students and their attitudes to learning are very good. Relationships between students and with adults are often exemplary.
- Students are cared for very well. Bullying is rare and students feel very safe in the school. This, together with very good behaviour in lessons and around the school, promotes a very cohesive community throughout the school.
- The curriculum is well planned to meet students' individual needs and prepares them well for the next stage of their education. This also effectively supports students' spiritual, moral, social and cultural development which is good.
- The quality of leadership and management from senior leaders and governors is good. They are clearly focused on driving continued improvement of teaching and students' achievement.
- The attendance and punctuality of students is good. The current attendance is slightly above the national average.

It is not yet an outstanding school because

- A small minority of teaching requires improvement and not enough teaching is outstanding.
- Teachers do not always use resources and set students work that enables them to make rapid progress.
- Teachers do not always check students' understanding of their work during lessons. As such they do not adjust their teaching to enable students to learn more quickly.
- Teachers do not always provide enough opportunities for students to take an active part in their learning.
- The school does not provide enough opportunities for staff to share the good practice that contributes to the best teaching across all subject areas.

Information about this inspection

- The inspectors observed 40 lessons taught by 38 teachers. Two lessons were observed jointly with members of the senior leadership team.
- Meetings were held with four groups of students, staff, three members of the governing body and a representative of the local authority.
- The inspectors observed the school’s work, including the school’s analysis of how well it is doing and its development plan, minutes of the governing body, documents relating to behaviour and safeguarding and the school’s data on students’ progress and students’ work.
- The inspectors took account of the 11 responses from parents recorded in the on-line questionnaire (Parent View), together with the 154 responses to the parents’ survey carried out by the school in April 2012, a letter received from a parent and a telephone conversation with a parent. Inspectors also took account of the 10 responses to the staff questionnaires.

Inspection team

Alan Parkinson, Lead inspector	Additional Inspector
Christine Addison	Additional Inspector
Fiona McNally	Additional Inspector
David Woodhouse	Additional Inspector

Full report

Information about this school

- Westleigh is smaller than the average sized secondary school.
- The proportion of students known to be eligible for the pupil premium is well above the national average. The pupil premium is the additional funding based on the number of students in local authority care, from Forces families and those known to be eligible for free school meals.
- The proportion of students from minority ethnic backgrounds is well below the national average.
- The proportion of students who speak English as an additional language is below the national average.
- The proportion of disabled students and those who have special educational needs supported through school action is below the national average. The proportion supported through school action plus or with a statement of special educational needs is well above the national average.
- The school meets the government's current floor standards, which set the minimum expectations for students' attainment and progress.
- The school uses Oakfield College, Wigan and Leigh College and a privately run organisation to provide alternative provision for some students.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is at least good and increase the proportion of outstanding lessons to further raise students' achievement by:
 - ensuring that resources used in lessons and the activities more closely match the needs of individual students
 - providing more opportunities to check students' understanding and adapt teaching to ensure that they make more rapid progress
 - creating further opportunities for students to participate more actively in their learning
 - creating further opportunities for staff to share the existing good practice of effective teaching across all subject areas.

Inspection judgements

The achievement of pupils is good

- Over the last three years, there has been an upward trend of improvement in students' attainment and progress. For example, the proportion of students achieving five A* to C grades, including English and mathematics has risen from significantly below average in 2010 to above average as shown in 2012 unvalidated results. In 2012, all students achieved five A* to G grades.
- The school has particularly focussed on English and mathematics, where improvement is evident throughout the school. The proportion of students making expected progress in English has increased from 42% in 2010 to 73% in 2012. The proportion of students making expected progress in mathematics has increased from 47% in 2010 to 76% in 2012.
- A large number of students take their mathematics examination early. Those achieving the highest grades, A*/A, are provided with the opportunity to take the further mathematics course. Other students continue with their mathematics to try to improve their grade.
- The school has a robust system to check on the progress of individuals and different groups of students. This enables the school to identify at an early stage those students in need of additional support. For example, the support given to students to improve their reading skills has been particularly effective.
- Disabled students, those with special educational needs, those from minority ethnic backgrounds and those who speak English as an additional language are well supported in their learning and achieve well.
- The achievement of students supported by the pupil premium funding is improving year-on-year. This funding is used effectively to support learning, such as developing the reading scheme and appointing additional members of staff to provide one-to-one support in English and mathematics. As a result, the gaps in achievement between these students and all other students in the school are closing, particularly in English and mathematics.
- Students enjoy their lessons and learn well. The Years 10 and 11 students value the additional lessons provided on Saturday mornings to help them prepare for their examinations. Students in all year groups are very positive about the teaching they receive and appreciate the support given to them by their teachers. Parents are accurate in their positive views that their children are making good progress.

The quality of teaching is good

- In the best lessons where sometimes outstanding teaching was seen, teaching is very well organised and planned and teachers make clear to students what they are going to learn. Teachers demonstrate good subject knowledge and use effective questioning to encourage students to think for themselves and develop their understanding. In these lessons, students are keen to learn and make good progress.
- In some lessons teachers do not use resources or set work that enables students to learn quickly enough.
- Students' are fully involved in their learning and make good progress. However, in many lessons teachers do not provide enough opportunities for students to be actively involved in their learning, finding things out for themselves and then discussing and explaining their work to others.
- Marking of students' work has improved since the previous inspection and is good. Teachers' comments tell students how well they are doing and what they need to do to improve. Students have clear targets in all subjects. However, in some lessons teachers do not check students' understanding often enough to be able to adjust their teaching so that students to learn more quickly.
- Students say they enjoy their lessons and feel that they are well taught. In the vast majority of

lessons students work well together. The very good relationships between students and teachers and between students themselves, promote positive attitudes to learning and enable students to get on with their work well.

- Teaching assistants are used well to support students' learning, particularly for lower-ability students, disabled students, those who have special educational needs, those from ethnic minority backgrounds and those who speak English as an additional language. This enables them to make progress that is consistent with and sometimes better than other students.

The behaviour and safety of pupils are outstanding

- Students are very polite and courteous and relationships between students and between students and adults are often exemplary. Students have a genuine pride in their school and this contributes to their very positive attitudes to learning.
- Students have a very good understanding of the different forms of bullying. The school has a very strong anti-bullying policy. Bullying is rare and any incidents are dealt with quickly and effectively. Students take a very proactive role against bullying. For example, in a Year 8 assembly, a group of Year 10 students gave a very powerful drama performance covering a wide range of types of bullying and, during form time, Year 11 students talked to Year 7 about signing an anti-bullying agreement. Students also designed and printed t-shirts and made badges with messages that promoted anti-bullying.
- Since the previous inspection students have developed a greater understanding of the local community and the world in which they live. The school's Eco-council has raised awareness of energy and waste and have organised litter-picking in the local community. As a result of their hard work, the school has achieved the Eco-schools Silver Award.
- The outstanding work demonstrated by students towards anti-bullying and improving the school's carbon footprint through the work of the Eco-council have made a strong contribution to students' spiritual, moral, social and cultural development.
- Behaviour in lessons and around the school is very good. Students have a good understanding of and value the school's rewards and sanctions system and say that this has helped to improve behaviour. Student leaders very effectively support the school community and provide support during morning break and lunch time.
- Students say they feel safe in school because they are well cared for by teachers and other adults and members of staff are always around the school. They understand how to keep themselves safe. For example, they learn about bonfire safety from the fire brigade and e-safety. Those students who attend alternative provision say they feel safe and that behaviour is similar to that at Westleigh.
- The responses to Parent View and to the parental survey carried out by the school indicate that the vast majority of parents support the view that students behave well in school, they are very well cared for and they feel safe in school.
- Attendance has improved over the last year and is now above the national average. Punctuality is also good and reflects well on students' positive attitudes towards learning and their enjoyment of school.

The leadership and management are good

- The headteacher, senior leaders and governing body know the school well. They have accurately identified the school's strengths and show great determination in driving forward improvement. There is, rightly, a strong focus on improving teaching and learning and this has resulted in the upward trend in attainment and achievement.
- The rigorous systems and processes used to check and improve the quality of teaching and learning further provide accurate information on the quality of teaching over time. The headteacher uses this information appropriately when advising the governing body about teachers' progression up the salary scale. The systems and processes used to check and improve

the quality of teaching and learning are effective and contribute to training opportunities for staff. However, there are not enough opportunities to share the good practice that contributes to the best teaching across all subject areas.

- The curriculum is well planned and meets the needs of students well. It enables students to follow different pathways and study a wide range of subjects for GCSE and work-related qualifications. The school makes very good use of alternative provision to provide appropriate courses for students that enable them to make good progress.
- The wide range of enrichment activities provides students with opportunities and experiences to develop their personal and academic skills. For example, the trip to Low Bank Ground in the Lake District helped a group of Year 10 students improve their English and mathematics work and develop their personal and social skills through activities such as a midnight walk and canoeing.
- The curriculum supports students' spiritual, moral, social and cultural development well. This is evident through their understanding of the difference between right and wrong, the consequences of their actions and the support they show for each other. This results in a very cohesive school community.
- Through the very strong links with external organisations and agencies the school provides very effective support to students whose circumstances make them most vulnerable.
- The local authority provides effective support for school improvement through the school's strong partnerships with other local schools and also to the school's governing body.
- **The governance of the school:**
 - The governing body is well informed and challenges and supports the school leaders effectively. It monitors and evaluates the school's performance over time, especially the quality of teaching and students' achievement. The governing body has a good understanding of the school's finances, including the allocation of funding for those eligible for the pupil premium. For example, providing one-to-one support, by appointing additional staff and purchasing additional resources to develop the reading scheme to support students at risk of underachieving. The governing body monitors the impact of this support on students' attainment and progress. The governing body ensures that safeguarding procedures and policies meet statutory requirements. The governing body receives support from the local authority to ensure that governors are professionally trained and developed.

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 pupils' 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 pupils' 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	106524
Local authority	Wigan
Inspection number	405041

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	780
Appropriate authority	The governing body
Chair	John Holland
Headteacher	John Banks
Date of previous school inspection	11 May 2011
Telephone number	01942 202580
Fax number	01942 202705
Email address	johnbanks@westleigh.rmplc.co.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

