

Egerton High School

Kingsway Park, Urmston, Manchester, M41 7FZ

Inspection dates 8–9 April 2014

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

Summary of key findings for parents and pupils

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

- The majority of students make expected progress in English but only a minority make expected progress in mathematics from their starting points.
- Information about students' progress is not sufficiently well used to compare their performance with the performance of students nationally; consequently, targets are not always challenging enough.
- Not all teachers assess students' written work regularly; as a result, students do not have a clear idea of how well they are progressing towards their targets.
- Teachers do not always question students closely so students can develop their vocabulary and explain more complex ideas in more detail.
- Resources and materials used in lessons do not always engage students in the topic for the lesson therefore they sometimes lose interest and make slow progress as a result.
- Students' behaviour in lessons is not always dealt with quickly or decisively enough, as a result, other students are distracted from their learning and progress slows.
- The curriculum offers insufficient opportunities for students to gain qualifications which will prepare them well for future employment or training.
- Leaders, managers and governors have been slow to take effective steps to improve the quality of teaching and students' achievement.

The school has the following strengths

- Students' more recent written work indicates that they are increasing their progress, particularly in English.
- Teachers are now raising their expectations of the standards students can achieve so students' progress is beginning to accelerate.
- The progress of students with low literacy levels is improving.
- Students generally behave well as they move around the school and enjoy good relationships with staff.
- Leaders and managers have improved the accuracy of assessment of students' work.
- Leaders, managers and governors have been successful in improving attendance.

Information about this inspection

- Inspectors observed nine lessons, breakfast, form time and assembly sessions, and sessions away from the school site. One observation took place jointly with the headteacher. Inspectors also observed students' general behaviour around the school, talked to students about their reading and their work in the school.
- Inspectors met with the headteacher and the deputy headteacher, other leaders, teachers, students, the Chair of the Governing Body, and spoke to a representative of the local authority on the telephone.
- Inspectors looked carefully at records of students' achievement and their progress, records of attendance and behaviour, a wide selection of students' exercise books, policies, the school's evaluation of what is working well and what needs to be better, the plans for actions to improve and information about steps taken to support students.
- There were no responses to the online questionnaire (Parent View) for inspectors to review.
- Inspectors looked at 15 questionnaires completed by staff.

Inspection team

Nell Banfield, Lead inspector

Additional Inspector

David Halford

Additional Inspector

Full report

Information about this school

- The school provides education for students with a statement of special educational needs for social, emotional and behavioural difficulties. There is a very small minority of students in the school who have autistic spectrum conditions.
- Currently, a very small number of students are looked after by the local authority.
- The vast majority of students are of White British heritage. A large majority are supported by pupil premium funding. This is additional funding for those students known to be eligible for free school meals, for students who are looked after by the local authority and for the children of service families.
- The school works closely with the local authority and is working in partnership with a nearby school led by a National Leader in Education to strengthen the steps taken to raise standards and increase students' progress.
- The role of the school is shortly to be reorganised as part of the local authority plans to revise the overall provision for students with special educational needs.
- Some students arrive at the school at times other than in Year 7.
- A very small number of students attend courses away from the school site at Rathbones.
- The school has been awarded Healthy School status.

What does the school need to do to improve further?

- Improve the quality of teaching so teaching promotes rapid progress by:
 - planning questions and explanations to engage students in thinking and discussing the ideas, concepts or processes they are learning so they develop deeper and more secure understanding
 - adapting resources so students who are learning from different starting points can make good progress to the next stage in their learning
 - using a wider range of resources and materials to sustain students' attention and focus on what is being taught.
- Improve the feedback to students about their learning so they can make faster progress towards their targets by:
 - giving students information in straightforward terms about what they have learned and what they need to work on next
 - including information in marking so students are clear about the progress they are making towards their targets.
- Improve leadership and management by:
 - using the improved assessment systems to compare students' progress and attainment with the progress and attainment made by students nationally
 - widening the curriculum so students have more opportunities to gain qualifications which will prepare them well for future employment or training.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement requires improvement because not enough students make consistently good progress in all subjects.
- Students arrive at the school working at standards well below those of most students of a similar age nationally. Recent students' work in English indicates progress in writing is improving. There is evidence in students' work in mathematics that regular opportunities are given for students to practise what they have been taught, but assessment information shows slow progress over time.
- In 2013, students achieved higher GCSE and equivalent grades than those achieved by students in this school in previous years, but overall; the standards achieved were much lower than the national average. Current Year 10 and 11 students are on track to achieve a small number of GCSE and equivalent grades, but students spoken to were unclear about the exact grade they are expected to achieve.
- The majority of students are supported by pupil premium funding and they make progress similar to, or better than, the progress made by the minority not receiving support from this funding. They are supported in managing their behaviour so they can attend lessons more regularly and persevere with their work. In 2013, students eligible for free school meals achieved standards higher than the standards achieved by other students in the school.
- Only a few of the most able students make good progress from their starting points. This is because teachers do not always provide these students with work that makes them think hard and apply what they already know, and do not clearly indicate in marking the levels these students can achieve.
- The very small proportion of students who, because of autistic spectrum conditions, have difficulties in communicating, make progress as good as, or better than, most students in the school. This is evidence of the school's strong commitment to all students having an equal opportunity to succeed.
- The majority of students arrive at the school with low levels of literacy skills. The school's recently developed programme of intervention, paid for partly by pupil premium funding to enable students to catch up with their reading, has been successful in raising students' reading levels significantly.
- The standards of those students who arrive at the school at times other than in Year 7 are quickly assessed to make sure teachers know students' stages of learning in different subjects and can plan their teaching so students can make expected progress from their starting points.
- The very small minority of students who follow courses away from the school site make good progress and improve their attendance. This is because the courses they follow are well chosen and are better matched to their needs. Their interest and engagement are sustained and they want to attend the sessions offered.

The quality of teaching

requires improvement

- Teaching requires improvement because it has only recently begun to improve and is improving faster in some subjects than in others.
- Probing questioning and clear explanations are not used consistently to introduce new ideas and to extend the knowledge students already have. Students are asked general questions and teachers do not always ask further questions to make students explain their views, talk about what they know and extend their vocabulary.
- Students' interest in their learning is lost when resources are not well used to engage and sustain their attention. As a result, the rate of progress slows.
- When students have a range of resources to capture and maintain their interest, they make

good progress. This was seen during English taught in Year 10; the teacher displayed large photographs and gave snippets of intriguing information for students to consider in relation to the possible fate of the missing Malaysian aeroplane, reported recently in the national press. Students learned facts about the plane and the crew, and explored recent claims made as to the reason for the disappearance of the flight. As a result, they were able to draw their own conclusions about the quality of evidence and weigh up the most likely causes of the incident.

- Teachers set targets for students to achieve by the end of the school year, based on their starting points at the beginning of the year. Although most teachers comment regularly on students' written work, they do not assess and indicate how well students are working towards their targets. Therefore, students do not know what progress they are making and do not fully understand what they need to work on next in order to improve.
- Sometimes, students are given regular information about the standards of the work they have produced or opportunities to assess their own learning and are able to describe what they could do to improve next time. A teacher assessed Year 8 students' completed design work so they were able to compare the standard they have achieved against national subject measures. As a result, students were aware of what they had done well, knew how close they were to the next level and knew what they needed to do to achieve it.
- Most teachers' plans record different teaching approaches to ensure the different learning needs of students can be met. However, some plans include only general approaches rather than specific strategies to help students who are working from different starting points. As a result, some tasks and activities are too easy, particularly for the most able students, and others are too hard, resulting in some students not fully understanding the purpose of the task they have been given.
- Careful examination of students' work in their books indicates that teachers' expectations in most subjects are beginning to rise. More students are now completing neater and extended pieces of writing which enable them to practise using correct punctuation and spelling. In some subjects, students are supported in drafting and redrafting their work to produce a good quality finished piece of writing that reflects their thinking and understanding well. As a result, students have clearer evidence of the higher standards they can achieve.
- Teaching assistants and mentors provide support for individual students who are having difficulties concentrating on their learning or improving their behaviour. They encourage students to persevere and give additional explanations if students do not understand what they have to do. Sometimes they take students to work out of the classroom so they can settle to complete the task in a quieter area. Some teaching assistants and mentors contribute effectively to students' learning by extending the teachers' explanations with further examples so students' understanding is clear.

The behaviour and safety of pupils

requires improvement

- The behaviour of students requires improvement because in some lessons, students need frequent reminders to focus on their learning, particularly when learning activities are not set at the right level of difficulty or are not interesting enough.
- Although students generally treat each other, staff and visitors with respect, and very little derogatory language was heard during the inspection, students often resort to bad language when agitated, despite constant correction from staff.
- The school's rewards system motivates most students to do their best and earn points where they can, which they can exchange for more tangible items. However, points awarded for positive behaviour and learning in lessons are sometimes too generous and do not give a clear message to students who may have misbehaved early in the lesson and disturbed others, or who have not made the progress in their learning of which they are capable.
- Behaviour in and around the school building is calm and mostly orderly. Students take care of school resources and displays, and furniture is treated with respect. There are times when a student is frustrated or angry and damage can occur but incidents are well managed and the majority of students are quick to apologise and make things right. Students spoken to

commented on how the school now had higher expectations of students in their learning and behaviour than had been the case in the past.

- The school's work to keep students safe and secure is good. Students say they feel safe and are confident that they can go to any adult for support and staff will listen and help them. Students are well supervised and enjoy social time such as breakfast and lunch with staff and their peers.
- Students know the different forms that bullying can take and make sure newer students know that students 'look out for each other'. Students say bullying is rare and that staff will respond quickly to any that does occur. They know how to keep themselves safe and the school uses assemblies and the curriculum to ensure students are aware of the risks in using social networks and mobile phones.
- Attendance has improved and is now closer to levels of attendance of schools nationally. Fewer students are persistently absent. The number of students excluded from school has also reduced and more students are spending increasing time in lessons and improving their progress.

The leadership and management requires improvement

- Leadership and management require improvement because although the headteacher, senior leaders and governors have begun to improve teaching and students' progress, this is not yet consistent across subjects.
- The school's assessment and recording systems have improved but are not yet used to compare the progress of groups and individual students with progress nationally so the school can be ambitious for their students to reach national standards. In the past, the school's evaluation of the quality of teaching has been overgenerous but leaders are now making plans to ensure their evaluation is more accurate.
- Pupil premium funding has been used wisely and successfully to improve the literacy levels of those with the weakest reading skills. Year 7 catch up funding has only recently been received so it is too early to evaluate the effectiveness with which it is spent.
- The school's curriculum is too narrow to enable students to study a wide enough range of subjects to ensure they are well prepared for the future. The school has established a close partnership with a local high achieving school, led by a National Leader of Education, so leaders can work closely together to extend the curriculum to provide a better offer for students.
- The school's actions to support the spiritual, moral, social and cultural development of students permeate all of school life. In a photography session, students were able to discuss sophisticated features, perspectives and textures in their photographs. On another occasion, a passing comment from a student about a photograph of two men from another culture was skilfully used to develop students' understanding of stereotypes. Students' written responses to a poem about the birth of a baby showed great sensitivity to the strong emotions felt by the mother.
- The local authority works regularly with the school and has supported the school well in developing a more accurate evaluation of the quality of teaching.
- Senior and middle leaders, and governors, have established clear arrangements to manage the performance of staff and targets for improved performance are linked to national standards. Any pay awards are related to students' progress and standards.
- The school does not systematically gather the views of parents. The school family support worker has excellent relationships with parents and contacts parents regularly through telephone calls and visits so students' attendance and their attitudes to school have improved.
- Staff agree the school is well led and feel students are well supported. Only a very small minority of staff expressed concern about behaviour not yet being good.
- The school's arrangements for safeguarding students meet all current statutory requirements.
- **The governance of the school:**
 - The recently appointed Chair of Governors has ensured governors take up training opportunities so they understand how the school measures its own effectiveness, and they are increasingly challenging school leaders to raise standards and improve progress. Most governors know teaching has recently begun to improve and have supported the recent

appointments of teachers from mainstream schools who have high expectations of students. They follow the spending of additional funding closely and know the impact it has had on improving students' literacy skills and attendance. Most governors have supported the headteacher and senior leaders in establishing more rigorous systems to manage the performance of staff. They take steps to regularly review their own performance. They have successfully addressed the deficit budget and ensure safeguarding arrangements are robust.

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	131885
Local authority	Trafford
Inspection number	426055

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

Type of school	Special
School category	Community special
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	32
Appropriate authority	The governing body
Chair	Rachael Lewis
Headteacher	Mark Burgess
Date of previous school inspection	1 March 2012
Telephone number	0161 749 7094
Fax number	0161 749 7096
Email address	egerton.admin@trafford.gov.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 2014

