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Mr Mark Burgess
Headteacher
Egerton High School
Kingsway Park
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Manchester
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Dear Mr Burgess

Requires improvement: monitoring inspection visit to Egerton High School, Trafford

Following my visit to your school on 17 July 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report on the findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in April 2014. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are not taking effective action to tackle the areas requiring improvement identified at the last section 5 inspection and plans are not sharply focused on rapidly bringing about improvement. The school should take immediate action to:

- sharpen the development plan so that impact of actions taken by leaders can be evaluated in terms of improvements in students' progress
- ensure Key Stage 4 students have the opportunity to gain relevant qualifications in every subject taught at the school
- ensure the good practice in teaching and learning already seen in some areas of the school is shared with all teachers so that students make good progress in all subjects
- ensure that teachers and leaders benefit from opportunities to observe and share good practice in teaching and learning in other good and outstanding schools similar in nature to Egerton High School
- ensure that additional funds allocated to the school, as a result of a recent local authority review of special educational needs, are both secured and used effectively to implement sections of the schools' development plan: by updating ageing computers used around the school; broadening the range of resources and materials used by teachers to motivate students to want to learn; making better use of the substantial

grounds around the school to keep students active at break times and to make learning relevant and interesting.

Evidence

During the visit, I held meetings with you, students, staff, the chair of governors, a representative of the local authority and a national leader of education who is currently working with the school to discuss the action taken since the last inspection. The school improvement plan was evaluated. I took the opportunity to scrutinise a range of information provided by the school, a selection of students' work books and displays of students' work in classrooms in order to evaluate the impact of your actions since the inspection.

Context

There have been no staff changes since the inspection.

Main findings

Leaders have acted swiftly to produce a school development plan which reflects accurately what needs to be done to improve the school to good. Identified actions follow a logical process. Leaders have already implemented the early actions, such as writing a new marking policy and delivering training to teachers on how to improve their marking of students' work. However, most planned actions will take effect from September 2014 and therefore their impact on students' learning cannot yet be evaluated.

Leaders have not taken swift enough action to raise the expectations, particularly of staff, of what students can achieve. Leaders have not capitalised effectively on the willingness and enthusiasm of staff. Leaders have not insisted that teachers implement immediately the training they have received since the inspection. Although the school plans to improve the quality of teaching by using better questioning to challenge students to think more deeply, leaders have not used effectively their visits to classrooms in order to observe and model good practice. Consequently, the pace at which the quality of teaching and learning is improving is not quick enough.

The school has taken steps to broaden the curriculum and to make learning more relevant, particularly to Key Stage 4 students. Most subject leaders have researched and identified relevant qualifications for students in their subjects. As a result students will be able to study six subjects to GCSE level with effect from September 2014. However, physical education, information and communication technology and expressive arts do not contribute sufficiently to supporting students in their next steps because they do not allow students to achieve a recognised qualification in these subjects.

The headteacher has put a robust system in place to collect and analyse data about the performance of students within the school. As a result leaders have a clear overview of the progress made by students, including groups, as they move through the school. Leaders can identify accurately which groups are performing well and which are underperforming. The headteacher is now in a position to hold teachers to account about the progress of individuals and different groups of students. Leaders are aware however, that their analysis of data about students' attainment relies heavily on nationally published information which in many cases is not an appropriate comparison. Leaders are therefore seeking ways to

evaluate even more accurately the progress made by students, by making better use of the information the school gathers when students join the school.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

External support

Leaders have made effective use of a National Leader of Education (NLE) who is working with the school. The NLE has assisted the school in accessing the NLE deployment fund. Leaders have used this money wisely in order to agree and purchase a support plan, designed to improve leadership and management and the achievement of students, to be delivered by a local outstanding academy. This agreement will take effect from September 2014.

The local authority's secondary school improvement advisor has provided additional support to the school, for example in the form of training for staff in marking, feedback to students and improved questioning of students by teachers. However, although this training has led to, for example, a new whole school marking and assessment policy, actions have not been implemented swiftly enough and therefore their impact cannot yet be fully evaluated.

Governors are aware that additional funds have been allocated to the school, by the local authority, as a result of a recent review of special educational needs provision. Records of governing body meetings show that there is confusion over how the school accesses these additional funds. This is hindering the rate at which the school improves. Governors need to take urgent action to work with officers of the local authority to resolve the issue in order that planned improvements to the school can take place.

I am copying this letter to the Chair of the Governing Body, the Director of Children's Services for Trafford and as below.

Yours sincerely

Drew Crawshaw

Her Majesty's Inspector

The letter should be copied to the following:

- Appropriate authority - Chair of the Governing Body
- Local authority - including where the school is an academy