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3 December 2014

Mr Mark Burgess  
Headteacher  
Egerton High School  
Kingsway Park  
Urmston  
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 2 December 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection 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 second 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 taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- ensure that teachers and leaders seek out opportunities to observe and learn from good practice in teaching and learning in other good and outstanding schools similar in nature to Egerton High School.

### **Evidence**

During my visit, I held meetings with you, students, staff, the chair of governors, a representative of the local authority 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 visit classrooms in order to evaluate the impact of your actions since my last monitoring visit.

## **Context**

Since my last monitoring visit, three governors have been appointed by the governing body to fill vacancies which were available prior to the inspection.

## **Main findings**

Leaders have taken effective action to address the main areas for improvement identified in my previous monitoring visit which took place in July 2014. There is now a greater sense of purpose to improve and greater urgency with which issues are being addressed. The school development plan has been sharpened so that the impact of actions taken by leaders can be evaluated in terms of raising standards.

Leaders are making better use of the information they have about students' performance than they did previously. Students are assessed quickly when they join the school. The information gathered is used by teachers to inform their planning and to set realistic targets for students. My scrutiny of teachers' records identified that teachers adapt their planning to meet the specific needs of students. This contributes to most students progressing at a rate that reflects their potential in a range of subjects.

Key Stage 4 students have the opportunity to gain relevant qualifications in almost all subjects taught at the school. Leaders are currently assessing the suitability of a number of qualifications in physical education, along with how they might meet the needs of students who choose to follow a pathway related to expressive arts.

Leaders have made effective use of the good practice in teaching and learning already recognised at the previous inspection. Examples of high quality marking and questioning have been shared and discussed in several staff meetings. I observed students thinking more deeply for themselves before giving their response. For example, when asked questions about Martin Luther King's life and family, one student sourced and evaluated text on the internet before giving a considered answer. The students I spoke to said that they are now working harder than was the case in the past, because teachers' comments on their work ensure they know what they are doing well and also how they can improve their work. Evidence in students' work books demonstrates a marked improvement in both the quantity and quality of work produced by the large majority of students since my last monitoring visit. This improved level of challenge by teachers is promoting the rapid progress of the majority of students.

Leaders have acted swiftly to ensure additional funds allocated to the school by the local authority, following the local authority's review of special educational needs, have also contributed to the raising of expectations and increasing the rate of progress. Students throughout the school are benefitting from an upgraded computer system and many are working towards a GCSE in computing.

Consequently, students are now able to gain external qualifications in six subjects. This is an improvement compared to before my previous monitoring visit. However, leaders are aware that they need to broaden the curriculum further in order to better meet the needs of those students who choose a vocational pathway.

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 links with a local teaching school. A consultant from the teaching school has provided additional challenge and support to the school, for example in the form of training for staff. This has amplified the support given to the school by the local authority prior to my previous visit and is making a significant contribution to the increased rate of progress in improving the school.

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**