

Inspection of a good school: Egerton High School

Kingsway Park, Urmston, Manchester M41 7FZ

Inspection dates:

14 and 15 September 2021

Outcome

Egerton High School continues to be a good school.

What is it like to attend this school?

Pupils are very proud of their school. They said that they are happy and that they feel safe. Relationships between staff and pupils are strong. This helps pupils to have confidence, trust and a belief in themselves. Many pupils commented that their school is the best. Pupils said that bullying is rare because staff are quick to intervene. Staff help pupils to resolve any problems that they may face.

Pupils' conduct reflects the school's values. For example, staff help pupils to understand how their emotions can affect their behaviour. This allows pupils to reflect and make the right choices. Pupils also benefit from a number of therapeutic activities which support their mental health.

Pupils are polite and friendly. They show respect and understanding for each other's differences. Pupils' involvement in The Duke of Edinburgh's Award scheme has helped them to work well together. For example, pupils have improved the school environment through their artwork and landscaping.

Teachers have high expectations of what pupils should achieve. Pupils respond well to these expectations. They value the opportunities to gain a range of qualifications. Pupils told inspectors that learning in small groups is helping them to succeed in their education. Pupils spoke with enthusiasm about their ambitions for their future at college and in employment.

What does the school do well and what does it need to do better?

Leaders have taken steps to increase the breadth and ambition of the curriculum. Pupils can study a wide range of subjects that lead to nationally accredited qualifications.

Leaders want the best for their pupils. They have planned their subjects with care to ensure that pupils are learning the essential knowledge and skills that they need to

progress successfully through the curriculum. The curriculum is adapted effectively to meet the needs of all pupils with special educational needs and/or disabilities. Consequently, pupils achieve well.

However, in a minority of subjects, teachers do not deliver the planned curriculum as well as they should. The work teachers require from pupils does not always match leaders' ambitious intentions for the curriculum. When this is the case, pupils are unable to connect their new learning to prior knowledge. This means that some pupils do not always learn as deeply as they should.

That said, teachers are skilled in using assessment to identify where pupils have missing knowledge. Teachers ensure that pupils' misconceptions are successfully addressed. Consequently, pupils acquire the essential knowledge that they need to progress to the next stage of learning.

Leaders ensure there is a strong focus on reading in the school. They have created an environment where pupils, especially those in Year 7 and Year 8, have opportunities to read in a relaxed and comfortable setting. Pupils who have fallen behind with their reading are well supported to catch up and become confident, fluent readers. At key stage 4, pupils continue to read widely and often. They study a wide range of literature and spoke enthusiastically about the novels and books that they have enjoyed.

Leaders have worked hard to ensure that pupils act responsibly and have self-belief. This has had a positive impact on pupils' attitudes to learning and behaviour. Pupils value their education and want to succeed. Consequently, low-level disruption is rare. When it does happen, skilled staff manage the situation well to ensure that it does not disrupt the learning of others.

Leaders have ensured that the curriculum for personal, social, health and economic (PSHE) education prepares pupils for life in modern Britain. For example, pupils learn about appropriate relationships and personal safety in school and in the wider community, as well as online.

Teachers enjoy their work and are overwhelmingly positive about the school. There is a strong sense of pride, teamwork and support for each other. Staff reported that they have the right workload balance. They appreciate the support that they receive from leaders on a daily basis, as well as in their career progression.

Safeguarding

The arrangements for safeguarding are effective.

The designated safeguarding lead (DSL) and the safeguarding team work together to ensure that staff are well trained in the systems and procedures to keep pupils safe. Staff are quick to identify any pupils who may need help.

Leaders closely monitor pupils who attend alternative provision. Leaders ensure that alternative provision meets their strict safeguarding criteria and that pupils are safe. The DSL is persistent and will not give up until she has the right support for pupils and their families.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, teachers' delivery of the curriculum plans does not reflect leaders' ambitions. In these subjects, teachers are not well equipped to deliver the curriculum in a way that helps pupils to build on what they already know. Sometimes, pupils cannot connect new knowledge to prior learning. Leaders should ensure that teachers receive appropriate training so that they can better deliver the planned curriculum.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in March 2016.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

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| Unique reference number | 131885 |
| Local authority | Trafford |
| Inspection number | 10199686 |
| Type of school | Special |
| School category | Community special |
| Age range of pupils | 11 to 16 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 46 |
| Appropriate authority | The governing body |
| Chair of governing body | Simon Gurney |
| Headteacher | John Paul Madden |
| Website | www.egertonhighschool.co.uk |
| Date of previous inspection | 15 March 2016, under section 5 of the Education Act 2005 |

Information about this school

- The school uses one unregistered alternative provider.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 (coronavirus) pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors met with the headteacher, deputy headteacher, special educational needs coordinator, chair and vice-chair of the governing body and a representative from the local authority.
- Inspectors also spoke with parents and carers, one governor and a leader from the alternative provision on the telephone.
- Inspectors carried out deep dives in these subjects: English, science, PSHE and physical education. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke with some pupils about their learning and looked at samples of pupils' work.

- Inspectors met with the DSL to discuss safeguarding and looked at documentation relating to safeguarding, including the school's single central record. Inspectors spoke with pupils, teachers, governors, parents and a representative from the local authority in relation to how leaders keep pupils safe.
- There were no responses to Parent View, Ofsted's online questionnaire, or to Ofsted's online staff or pupil surveys.

Inspection team

Julie Bather, lead inspector

Ofsted Inspector

Dawn Farrent

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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