

Inspection of a good school: Wigston College

Station Road, Wigston, Leicestershire LE18 2DS

Inspection dates: 10 and 11 May 2022

Outcome

Wigston College continues to be a good school.

What is it like to attend this school?

Students come first in this happy and caring community. Students feel well looked after by staff who know them well. Students know that staff are there when they need them.

Staff have high expectations of every student. Staff know about students' aspirations for the future. They know their strengths and the things that might get in their way. Staff work with students and their families to make sure that students aim high. They provide high levels of support for every student. Staff help students to find solutions for themselves.

The curriculum is ambitious so that students have strong foundations for future success. Students learn in a calm and orderly environment. There is space and time for them to think about and discuss their learning.

Discrimination is not acceptable in this respectful community. Neither is bullying. If these were to occur, students are confident that staff would act swiftly to resolve any issues.

Students benefit from a wide variety of experiences that develop their confidence and resilience. The college prepares them to make a meaningful contribution to society, now and in the future. Students vote for their student presidents. They join committees and organise charity events to support the college and the wider community. Students benefit from a range of enriching activities. For example, they learn about first aid, birdwatching, crochet, Italian and photography.

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

Leaders want to raise students' expectations of what they can achieve and give them the tools to do so. They have chosen the range of subjects on offer to meet the needs of the community. As a result, student numbers are rising, and more students join the college from outside the multi-academy trust. Leaders make sure that curriculum plans for each course are well designed and ambitious. They take account of what students already

know and can do. Staff plan opportunities to fill gaps in students' knowledge. They have thought about what order in which to teach things, so that students' learning builds over time.

Teachers' subject knowledge is strong. They know their individual students very well and plan effectively to meet their needs, including for students with special educational needs and/or disabilities (SEND). Teachers ask questions that challenge students to explain, clarify and extend their answers. They encourage students to ask lots of questions too. They have established an open environment in which students are comfortable in asking for help. Building students' independence is a priority for staff. They do not want to 'spoon feed' students. Instead, teachers help students to find what they need for themselves. They share well-designed resources with students that help them to study effectively.

Teachers present new information clearly, linking it to past and future learning. They highlight subject-specific vocabulary, and students practise using it in their class discussions. Most teachers check students' understanding of new learning effectively. Based on these checks, they give students feedback that they use to improve their work. In most cases, students' learning is secure before they move on to the next stage. Sometimes, some teachers do not identify and address misunderstandings. Students' written work indicates that they can apply their knowledge with increasing skill. Students speak positively about their learning experience.

The college provides high-quality careers education. Students are well informed about the full range of education and employment pathways available. Staff support students well with applications, and they help them to understand arrangements for student finance. Staff encourage students to aim high, and they do.

Students benefit from a strong programme of personal development. Staff provide a range of opportunities to develop students' interests. These experiences help students to develop resilience and confidence. Students are welcoming and embrace differences in others. Leaders have plans to build on this by improving education about faith and religions.

Leaders support staff with a bespoke approach to their professional development. Staff appreciate that leaders are considerate of their workload and well-being. They are proud to work here. The college is well supported by Wigston Academies Trust.

Safeguarding

The arrangements for safeguarding are effective.

The culture for safeguarding is strong. Leaders know students well. They work effectively with outside agencies to ensure that students get the support that they need. Staff receive regular training and updates. They know their responsibilities well and they are confident about how to report concerns. Safeguarding systems have been carefully considered and they are monitored by leaders well. Students learn about healthy and unhealthy relationships. They know how to get the right help if they need it.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some teachers do not always identify students' misunderstandings. They sometimes move students' learning on before they are ready. Leaders should ensure that all teachers check that students understand before moving on to new content.

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 a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in March 2017.

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

Unique reference number	138894
Local authority	Leicestershire
Inspection number	10227815
Type of school	Secondary comprehensive
School category	Academy converter
Age range of pupils	14 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	266
Of which, number on roll in the sixth form	266
Appropriate authority	Board of trustees
Chair of trust	Pauline Munro
Headteacher	Michael Wilson
Website	www.wigstoncollege.org
Date of previous inspection	7 and 8 March 2017, under section 5 of the Education Act 2005

Information about this school

- All students on roll are in Years 12 and 13.
- The school is part of Wigston Academies Trust.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical educational qualifications and apprenticeships.
- The school does not use any alternative provision.

Information about this inspection

- This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders, and have taken that into account in their evaluation of the school.

- Inspectors met with senior leaders, representatives of the multi-academy trust and members of the local governing board.
- Inspectors carried out deep dives in social science, geography and science. Inspectors met with subject leaders, looked at curriculum plans, visited lessons, spoke with teachers, spoke with students about their learning and looked at samples of students' work.
- Inspectors observed learning and spoke to students in a range of other subjects.
- Inspectors held a meeting with the special educational needs coordinator to discuss the provision for students with SEND.
- Inspectors held meetings with leaders to discuss the school's safeguarding arrangements. They scrutinised a range of records relating to safeguarding and behaviour, including bullying.
- Inspectors observed students at different times of the school day, including tutor time.
- Inspectors spoke with staff and students during the inspection.
- Inspectors considered the views of parents and carers, pupils and staff through Ofsted's surveys.

Inspection team

Aoife Galletly, lead inspector

Her Majesty's Inspector

Intiaz Patel

Ofsted Inspector

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