

Inspection of Ladybridge High School

New York, Junction Road, Deane, Bolton, Lancashire BL3 4NG

Inspection dates:

2 and 3 November 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Previous inspection grade	Good
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What is it like to attend this school?

Pupils are made to feel welcome at Ladybridge High School. This includes pupils with special educational needs and/or disabilities (SEND), and disadvantaged pupils. This is a school at the very heart of the community that it serves. Pupils are proud to attend the school. Leaders have high expectations with regards to pupils' behaviour and achievement. Most pupils rise to these expectations.

Pupils learn well in a calm environment. They behave well in lessons and display positive attitudes to their learning. The atmosphere in lessons is positive and purposeful.

Pupils are confident that leaders will act to address any incidents of bullying quickly and effectively. Pupils told inspectors that there was someone that they could talk to if they had any worries or concerns. This helps pupils to feel safe in school.

Pupils are expected to develop their character and confidence. Pupils respect each other's differences. They speak highly of the opportunities that they have to support their understanding of diversity.

Pupils are encouraged to engage with the local community through the school leadership academy programme. Pupils talk with enthusiasm about the school farm, which they are able to visit and volunteer in. Pupils benefit from an extensive range of extra-curricular clubs, for example swimming, hockey and an LGBTQ+ group.

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

The overarching curriculum has been appropriately designed. Leaders' improvements to the curriculum ensure that pupils gain the breadth and depth of knowledge that they need across a range of subjects. For example, leaders have deliberately strengthened the offer for pupils at key stage 3.

In most subjects, leaders have identified the key knowledge that pupils should learn. This knowledge is ordered logically, so that pupils can build on their learning over time. In a small number of curriculum areas, subject leaders are still refining the key content that teachers must deliver. Across subjects, teachers present subject matter clearly and ensure that the curriculum content is delivered well. Teachers have strong subject knowledge. Teachers use effective assessment strategies to check that pupils know and remember the curriculum.

Leaders have worked hard to improve behaviour across the school. Behaviour in lessons does not disrupt learning. Occasionally, when pupils are moving around school or during social times, behaviour is not as strong. Leaders and teachers deal effectively with this. The 'RISE' provision provides pupils with opportunities to receive proactive behaviour support alongside studying academic and vocational courses.

Leaders target support well, but do not always use data in enough depth when reviewing attendance and behaviour.

Leaders ensure that pupils with SEND are identified quickly. Teachers have useful information to meet the needs of these pupils effectively. These systems also identify any pupils or students who struggle with reading. Leaders make regular checks on pupils' reading and ensure that pupils receive the support that they need to catch up.

Pupils told inspectors that they receive age-appropriate careers education, information, advice and guidance. This helps to broaden pupils' ambitions. Pupils are well equipped to make informed choices about their next steps.

Pupils benefit from an effective personal development curriculum. Leaders build frequent opportunities into the curriculum to teach pupils how to keep themselves safe, including when online. Pupils value the wide range of extra-curricular clubs and activities on offer. However, leaders do not do enough to monitor the participation of pupils in the wider activities that the school offers.

Staff enjoy working at the school. Leaders are mindful of their workload. Governors know the school well. They recognise that there is work to do on improving the delivery of the curriculum in some subjects.

Safeguarding

The arrangements for safeguarding are effective. Leaders make sure that staff and governors are trained and kept up to date with any risks that pupils may face. Leaders are alert to local safeguarding risks and adapt the personal development curriculum to reflect these.

Staff know how to spot the signs that pupils may be at risk of harm. They are vigilant and report concerns quickly. Leaders make sure that any concerns about pupils' safety and well-being are acted on promptly. Leaders quickly identify whether pupils require additional support from external agencies. They ensure that pupils get the timely help that they need. Pupils are confident in seeking help from staff when they need it.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Governors and leaders do not scrutinise, in sufficient depth, the information available about the behaviour, attendance and uptake of extra-curricular activities of pupils. This means that some governors and leaders do not ask enough searching questions about how this area of work could be improved even further. Leaders should ensure that they evaluate more fully the impact of their work to improve further.

- The curriculum is not designed effectively in a small number of subjects. Leaders should continue to develop the identification of key knowledge and sequence of learning in these subjects. Leaders should ensure that subject curriculums are fully embedded, so that pupils know and remember more over time.
- Some pupils do not always regulate their behaviour as well as they should during unstructured times. This means that where there is less adult supervision, these pupils do not choose to behave as well as they could. Leaders should provide support to pupils who require additional help to regulate their own behaviour during unstructured times.

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.

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	134646
Local authority	Bolton
Inspection number	10240766
Type of school	Secondary
School category	Community
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	1070
Appropriate authority	The governing body
Chair of governing body	Kastur Mepani
Headteacher	Patrick Russell
Website	www.ladybridgehigh.co.uk
Date of previous inspection	29 and 30 September 2021 and 4 November 2021

Information about this school

- Leaders use one registered alternative provider for a very small number of pupils.
- 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 education qualifications and apprenticeships.

Information about this inspection

The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.

- Inspectors spoke with the headteacher, other senior leaders, subject leaders and members of staff. Inspectors also met with members of the governing body, including the chair of governors, and with a representative of the local authority.

- Inspectors spoke to groups of pupils from Years 7 to 11 about their experience of school and their views on behaviour and bullying. Inspectors also observed pupils' behaviour during lessons and at breaktimes.
- Inspectors reviewed a wide range of evidence, including the school's self-evaluation document, improvement plans, minutes of governing body meetings and records of pupils' behaviour and attendance.
- Inspectors checked the school's safeguarding policies and procedures and the school's single central record. Inspectors met with leaders, staff and pupils to check how effective safeguarding is in the school.
- Inspectors carried out deep dives in modern foreign languages, English, history, physical education and mathematics. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons and spoke to teachers. They also spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also spoke to leaders about the curriculum in other subject areas.
- Inspectors considered the responses to Ofsted Parent View, including the free-text responses. Inspectors also considered the responses to Ofsted's online survey for staff and pupils.

Inspection team

Rebecca Sharples, lead inspector	His Majesty's Inspector
David Hampson	Ofsted Inspector
Dympna Woods	Ofsted Inspector
Stephen Cox	Ofsted Inspector

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