

Inspection of The Westleigh School

Westleigh Lane, Leigh, Lancashire WN7 5NL

Inspection dates: 8 and 9 November 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils join in and enjoy success at The Westleigh School. They feel happy and safe here. Pupils make friends easily. They told inspectors that staff are kind and that they care about them. Pupils understand and respect peoples' differences. Staff resolve any bullying incidents quickly.

Leaders instil high expectations into all aspects of pupils' school lives, including their behaviour and academic achievement. They are determined to overcome any social disadvantage or other barriers to pupils' success. This helps pupils, including those who are disadvantaged and those with special educational needs and/or disabilities (SEND), to achieve well.

Pupils behave well. They are focused on learning in class. Pupils enjoy one another's company at social times. They play games, attend clubs and spend time in the school library.

Pupils benefit immensely from the 'Westleigh Pledge'. Leaders guarantee to provide extra-curricular experiences that every pupil can join in and enjoy. They include an angling club and GLOW (gay, lesbian or whatever) group, as well as an inclusive set of sporting, music and drama performance opportunities.

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

Senior leaders, including trustees and governors, lead this school very well. They are determined to ensure that pupils are provided with a life-enhancing education. Senior leaders have designed an ambitious and inclusive curriculum for pupils. Increasing numbers of pupils follow the English Baccalaureate suite of subjects at key stage 4. Overall, pupils, including those that are disadvantaged, achieve well.

Subject leaders have thought carefully about the key knowledge that pupils need to learn. They have also spent time deciding on the order that they intend to teach this essential knowledge. This helps to ensure that pupils securely remember and build on what they already know. In one or two subjects, curriculums are not so well organised.

Teachers typically have strong subject expertise. They deliver the subject curriculums well. These teachers are skilled in selecting activities that mean most pupils understand new learning straight away. Nevertheless, staff are quick to spot those pupils that do not grasp key knowledge the first time around. They reteach and continue to check pupils' understanding until they are confident that it is secure. This means that pupils move on to new learning when they are ready, and not before.

Pupils concentrate and try their best in class. Lessons take place in a calm atmosphere. Pupils' positive attitude to study helps them to learn and remember

more.

The Westleigh School prides itself on its culture of inclusion and ambition. Around one quarter of the pupils at The Westleigh School have SEND. Their needs are identified promptly. Staff know these pupils well and how best to help them to succeed. As a result, pupils with SEND progress well through the same curriculum as other pupils.

Leaders have a strong commitment to and prioritise reading. Accordingly, pupils get to read regularly. Pupils enjoy and value reading in form time and subject lessons. Leaders systematically and quickly identify any pupils who find reading more difficult. They provide the reading support that these pupils need. These pupils catch up quickly, becoming confident and fluent readers.

Pupils benefit from the leaders' pledge to provide them with a well-rounded education. Pupils benefit from the strong programme of enrichment activities that they experience. For example, they routinely visit places of value and interest. They also take part in community projects as a matter of course. Pupils are well prepared through their personal development education to succeed in modern Britain. They receive high-quality, independent careers advice and guidance.

Trustees and governors meet their statutory obligations. They hold leaders to account for the quality of education that pupils receive. An agile approach to strategic planning ensures leaders respond to the needs of the school while considering the impact on workload and the well-being of staff.

Safeguarding

The arrangements for safeguarding are effective.

Leaders keep staff up to date with information about the dangers that pupils may face. Therefore, staff are quick to spot the signs that pupils may be at risk of harm. They report any concerns in a timely way. These concerns are acted upon promptly. Leaders ensure that pupils and their families swiftly get the help that they need.

Pupils learn about risks to their safety, and how to spot and avoid them. They are confident and know how to seek help when they need it.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In one or two subjects, leaders have not organised the essential knowledge that pupils should learn well enough. This means that these pupils do not secure the knowledge that they need. Leaders should ensure that all subject curriculums are designed well so that pupils learn and remember all they need to know.

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	146087
Local authority	Wigan
Inspection number	10241570
Type of school	Secondary comprehensive
School category	Academy sponsor-led
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	911
Appropriate authority	Board of trustees
Chair of trust	Andrew Meehan
Headteacher	Carlton Bramwell
Website	www.thewestleighschool.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- This school opened in August 2018
- 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.
- A small number of pupils attend alternative provision at six registered external providers.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school 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 held meetings with senior leaders and subject leaders.

- The lead inspector met with groups of governors and trustees, including the chair of the local governing body.
- The lead inspector met with the chief executive of the Shaw Education Trust, of which the school is part.
- Inspectors reviewed the school's records of safeguarding checks and referrals to the local authority. Inspectors spoke with staff about how they keep pupils safe. Inspectors also asked pupils how they learn to keep themselves safe and what to do if they have any concerns.
- Inspectors held discussions with staff and considered the responses to Ofsted's survey for staff.
- Inspectors spoke with pupils from all year groups and considered the responses to Ofsted's survey for pupils.
- Inspectors considered the views of the parents and carers who responded to Ofsted Parent View. This included the free-text responses.
- Inspectors carried out deep dives in computing, English, geography, history, mathematics and science. In these subjects, inspectors met with subject leaders, considered subject curriculums, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work.

Inspection team

Stephen Ruddy, lead inspector	Ofsted Inspector
Phill Walmsley	Ofsted Inspector
Niamh Howlett	His Majesty's Inspector
David Roberts	Ofsted Inspector

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