

Wentworth High School

Inspection report

Unique Reference Number	105982
Local Authority	Salford
Inspection number	336596
Inspection dates	10–11 February 2010
Reporting inspector	Ruth James HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Secondary
School category	Community
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	743
Appropriate authority	The governing body
Chair	Mr Mike Hingston
Headteacher	Mr Jeremy Keeble
Date of previous school inspection	1 February 2007
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. The majority of inspection time was spent looking at learning. Inspectors observed 28 teachers, visited 28 lessons, and held meetings with senior leaders, governors, staff, and five groups of pupils. They observed the school's work, and looked at documentation including progress tracking and performance data, the school development plan, governors' minutes, students' work, policies, guidelines, and departmental reviews, as well as 138 parental questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the achievement of girls, especially more able girls
- the quality of teaching and learning, especially in subjects with weaker outcomes
- how effective the school is in promoting good attendance.

Information about the school

Wentworth High School is a smaller than average secondary school in the Ellesmere Park area of the City of Salford. The school serves the communities of Winton, Eccles and Barton. Levels of social deprivation in the locality are above average. About two thirds of the students are White British with others coming from a range of different minority ethnic backgrounds. The percentage of pupils with a statement of special educational needs is higher than the national average. The percentage of pupils with special educational needs and/or disabilities is also above the national average. An above average number of students are eligible for free school meals.

There is a 'barrier free unit' for a small number of students with physical disabilities. The school also provides 'Newcomers language provision' for students arriving in the local authority with little or no functional English.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Wentworth is a good school that provides outstanding care, guidance and support for its students. The headteacher's clear and authoritative leadership has successfully established a culture of high expectations. He is ably supported by a highly capable senior leadership team and many effective middle managers. The strong upward trend in the school's examination results clearly demonstrates its good capacity to improve. All the areas for improvement identified at the last inspection have been addressed effectively. Self-evaluation is thorough and comprehensive and the school's monitoring procedures ensure that it is based on sound evidence.

All groups of students make good progress, reaching broadly average standards by the time they leave school. Boys achieve particularly well. Learning and progress in the majority of lessons seen during the inspection were good. Inspectors agree with the school's own evaluation that teaching is good. There are good-humoured relationships between teachers and students that create a positive learning ethos. The school monitors students' progress effectively. Teachers have good information about their students' prior attainment and any particular learning needs. However, sometimes that knowledge is not used to assign appropriately challenging tasks from the outset of the lesson, and there remain some inconsistencies in the quality of teaching.

Frequent formal assessments of students' work ensure that any underachievement is identified quickly. Curriculum developments include the introduction of courses to promote independent study skills in Key Stage 3, and a wider range of courses at Key Stage 4. These ensure that the needs of students with different abilities and aptitudes are met. Combined with excellent support arrangements, particularly for those with special educational needs and/or disabilities, this ensures that all have the opportunity to achieve. Attendance has improved well as a result of much effective work by the school and is now average. The school is aware of the need to develop further strategies to engage with the parents of the small minority of students who continue to have frequent absences.

What does the school need to do to improve further?

- Improve the quality of teaching in areas where it is not yet consistently good, and ensure that in all lessons work is well matched to the different abilities of the students.
- Further improve attendance by developing additional strategies for working with the parents and carers of those who do not attend regularly.

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Outcomes for individuals and groups of pupils

2

Students join the school with a wide range of attainment that, overall, is well below the national average. All groups of students make good progress and standards are broadly average by the time students leave the school. Outcomes have improved significantly over the past three years, and the improvement in boys' attainment has been particularly marked. Although improving well, girls' attainment in mathematics is not as good as the boys. The school has identified some underachievement by more able girls in the past and is planning support and interventions to avoid a repetition of this. Students display good attitudes to learning and enjoy the majority of their lessons, particularly when they are actively involved in tasks. In the majority of lessons where teaching was good, students worked productively on appropriately challenging activities and achieved well. However, in satisfactory lessons the work set was not sufficiently well matched to students' needs, and students did not achieve as much. Students with special educational needs make good progress in lessons, as a result of appropriate teaching and support.

Students say they feel safe and well cared for at school. Behaviour, both in lessons and around school, is good. Students are polite and friendly. Students understand how to lead healthy lifestyles and many make sensible food choices. There is good participation in extra-curricular sporting opportunities. The contribution students make to the school and local community is good. The range of academic and vocational courses available and the improvement in English, and mathematics, together with effective information and communication technology (ICT) provision, all lead to good opportunities to develop skills that will contribute to students' future economic well-being. As a result of the concerted efforts of the school, attendance has improved well since the last inspection and is now broadly average. The number of persistent absentees has reduced substantially. The latest data for the current year show further improvement. Students' spiritual, moral, social and cultural development is good.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Please turn to the glossary for a description of the grades and inspection terms	
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being Taking into account: Pupils' attendance ¹	2
	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

In the majority of lessons teaching is good or better. Good teaching is underpinned by teachers' strong subject knowledge, very positive relationships with students and effective use of assessment information. In the best lessons students are fully engaged in challenging work that develops their skills and understanding at a rapid pace. Assessment information is used effectively to plan interesting activities that are often well matched to students' abilities and interests and to the demands of the curriculum. Consequently, students enjoy learning. They understand their work, know to improve it and make good progress. Teachers are skilled in their understanding of how students learn and effectively build on the learning that has gone before. However, not all teaching is as effective and the school's monitoring processes have identified these variations in quality. Where teaching is less secure work is not well tailored to the specific needs of the students. While lesson planning follows a common format, it does not always draw sufficiently on available information about students' progress to prepare for and meet individual needs as well as it could. On occasion, whole-class teaching means the work does not fully extend the more able or support those of lower ability. However, the use of in-class support for those with additional learning needs is well targeted and effective in ensuring those students make good progress. Supportive relationships are evident in nearly all classes. Students work well together in small groups and, when given the opportunity, willingly take responsibility for their learning. The curriculum is well organised and managed, meeting students' needs, capabilities and interests. The school provides a good range of subjects and courses and wider learning experiences that fully meet statutory requirements. Basic skills and students' personal development are promoted well across the curriculum at both key stages. Students are able to choose from a wide and growing range of courses at Key Stage 4 including GCSEs, vocational courses and work-related opportunities. Students receive good guidance in making these choices and their subsequent career and work-related decisions. As a result, students are well motivated and achievement is improving in response to this good provision. This includes a small group of students at risk of disaffection who are responding well to the individual provision available. The school links well with local colleges and other providers in planning this alternative provision. The breadth, range and suitability of the curriculum are key features that underpin the

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significant improvements in students' achievement and progress in recent years.

The excellent care, guidance and support for students ensure that they feel safe and well cared for. Particularly thorough transition arrangements for students with physical disabilities ensure that students receive relevant support early on and sustain good progress. Appropriate guidance enables students to make confident choices at Year 9, and secure post-16 destinations that are well matched to their needs and aspirations. The school liaises well with outside agencies. Behaviour policy and support systems are highly effective.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher and senior leaders have an in-depth knowledge of the strengths and weaknesses of the school based on good quality self-evaluation. They have high expectations of students and staff and have set challenging targets, particularly with regard to students' attainment. Systems to monitor its work and hold staff accountable are rigorous and show a clear impact. These procedures build on the sophisticated systems to analyse performance and track students' progress.

Equality of opportunity is promoted well in all areas of the school's work. Students' progress is thoroughly monitored and the information is used effectively to support any students who are not making the expected progress and to identify where improvements are needed in teaching. Middle leaders generally make a good contribution to monitoring and securing improvement. There are, however, some inconsistencies in the quality of teaching and learning. The school has appropriate strategies for communicating with parents and many do engage well with the school. The school is working on developing closer and more productive links with the small minority of families where students' attendance remains low.

The school has developed effective partnerships with a wide range of outside agencies. These partnerships have been sharply focused on aspects of personal development and the individual needs of vulnerable pupils. Partnership arrangements for off-site provision are carefully monitored. There are good procedures to ensure the safeguarding of students. There is regular and effective training leading to a comprehensive awareness of safeguarding issues among staff at all levels. The school's contribution to community cohesion is good. An audit of provision has led to an effective range of activities and students relate well together as a harmonious multicultural community. They have a

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good understanding of issues related to British multicultural society. Governors are knowledgeable, well organised and maintain close and highly effective links with staff to review the work of the school. A plan to reduce the school's deficit budget is in place.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Views of parents and carers

A large majority of the parents who returned questionnaires were supportive of the school. A small minority expressed the view that the school did not do enough to help students have a healthy lifestyle or to deal effectively with unacceptable behaviour. Inspectors found that the school does educate students well about healthy lifestyles and provides plenty of opportunities for this to be put into practice. Inspectors also found that the school has effective behaviour management systems which are well understood by students and implemented fairly.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wentworth High School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 138 completed questionnaires by the end of the on-site inspection. In total, there are 743 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	49	36	79	57	8	6	1	1
The school keeps my child safe	53	38	80	58	1	1	0	0
The school informs me about my child's progress	58	42	74	54	4	3	1	1
My child is making enough progress at this school	54	39	76	55	6	4	0	0
The teaching is good at this school	45	33	90	65	2	1	0	0
The school helps me to support my child's learning	47	34	80	58	9	7	1	1
The school helps my child to have a healthy lifestyle	33	24	86	62	13	9	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	46	33	80	58	2	1	0	0
The school meets my child's particular needs	45	33	85	62	1	1	1	1
The school deals effectively with unacceptable behaviour	45	33	73	53	9	7	1	1
The school takes account of my suggestions and concerns	44	32	72	52	7	5	4	3
The school is led and managed effectively	39	28	92	67	1	1	0	0
Overall, I am happy with my child's experience at this school	62	45	67	49	4	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



12 February 2010

Dear Students

Inspection of Wentworth High School, Manchester, M30 9BP

Thank you for your warm welcome during our inspection of your school. We were impressed by your behaviour, positive contributions to lessons and good attitudes to learning. We found that your school provides you with a good education and that the care, guidance and support you receive are outstanding.

Your attainment by the end of Year 11 is broadly average and improving, and you make good progress during your time in school. Teaching is good overall and the school provides you with a good range of courses that meets your interests and needs. Your progress is tracked very well, and most of you know how well you are doing in your work. The headteacher, senior leaders and staff have a good overview of the work of the school.

We have asked the headteacher to work with the staff to make all your lessons as good as the best, and to ensure that the work set is suitably challenging for all of you to help you achieve your very best.

Attendance at your school is much better than it used to be, but there are still a few students who do not attend as regularly as they should. We have asked the school to continue to work with families to encourage all students to come to school every day so that they do not miss any important work.

I wish you every success in the future.

Yours sincerely

Ruth James

Her Majesty's Inspector

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