

Inspection of a good school: Fred Longworth High School

Printshop Lane, Tyldesley, Manchester M29 8JN

Inspection dates:

18 and 19 October 2022

Outcome

Fred Longworth High School continues to be a good school.

What is it like to attend this school?

Fred Longworth High School is a supportive and welcoming community. Leaders and staff have high aspirations for all pupils, including those with special educational needs and/or disabilities (SEND). The school's values of 'belonging, engaging, succeeding, together' are understood and enacted by pupils. Pupils enjoy learning and achieve well. They are well prepared for the next stage of their education, training or employment.

Pupils appreciate the range of help that they receive to support their mental health and well-being. They have positive relationships with each other and their teachers. Pupils are polite and behave well. They work hard in lessons.

Pupils who spoke with inspectors said that they feel safe. Pupils are confident that staff will resolve any concerns. Leaders deal with bullying effectively.

Pupils told inspectors that there is something for everyone to get involved in at school. They spoke enthusiastically about the dance and musical performances that they can take part in, such as Grease. They benefit from trips and visits, including to theatre and outdoor residential centres in the Lake District. Pupils value the opportunity to take on responsibilities, such as leading the British sign language club. They help shape the school through the school council.

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

Trustees, leaders and staff are ambitious for all pupils, including those with SEND. Pupils follow a broad and enriched curriculum which follows the requirements of the national curriculum. More pupils now opt to study a modern foreign language at GCSE than in the past.

Subject leaders have overhauled their curriculums in recent years. They have thought carefully about what pupils need to learn and when they should gain this knowledge. Teachers use assessment strategies successfully to check that pupils have learned the

curriculum and to address any errors and misconceptions that they have. Pupils achieve well in a range of subjects. Most teachers have secure subject knowledge. That said, on occasions, some teachers do not choose the most appropriate activities to build pupils' understanding. Consequently, some pupils do not remember what they have learned previously.

Reading is promoted well throughout the school. Pupils who find reading difficult are well supported by trained staff. This helps these pupils to develop their confidence and fluency in reading. Pupils spoke positively about the opportunities that they have to read for pleasure during form times and in the library. They relish the opportunity to contribute to the school's weekly newsletter.

Leaders identify the needs of pupils with SEND quickly when they enter the school. Leaders provide staff with detailed information so that they can help these pupils to access the intended curriculum. Leaders have ensured that all staff receive appropriate training to support pupils' individual needs. Pupils with SEND are included in all school activities. They are learning more as they move through the school.

There is a calm and orderly atmosphere in lessons and around the school. Pupils reported that staff will deal with any rare incidents of poor behaviour quickly and effectively. This helps them to learn without disruption.

Leaders ensure that pupils learn about British values, such as the rule of law. Pupils respect others who may be different to themselves. They develop an understanding of what it means to be a refugee. Pupils benefit from a wealth of extra-curricular activities, including sports and the Duke of Edinburgh's Award scheme. They receive high-quality, impartial careers advice and guidance. Pupils in Year 10 benefit from work experience placements. This helps pupils to make appropriate decisions about their futures.

Staff are very proud to work at the school. They said that leaders consider their workload and well-being in the decisions that they make. Staff feel very well supported and spoke highly of the training that they receive. Leaders and trustees work well together. Trustees support leaders and hold them to account for their decisions.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding throughout the school. Designated safeguarding leaders ensure that staff and trustees receive up-to-date safeguarding training and advice. Staff are vigilant in spotting the signs that pupils may be at risk. They know what to do if they have any worries about a pupil. Leaders work closely with external agencies, including the police, to ensure that vulnerable pupils get appropriate support if they need it.

Pupils are taught about risks, such as drug taking, knife crime and sexual harassment. They know how to keep themselves safe, including when online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes, in some subjects, teachers do not choose the most appropriate activities to deliver the knowledge that they want pupils to learn. Consequently, some pupils are not achieving as well as they could in these areas of the curriculum. Leaders should ensure that teachers continue to receive training to deliver these curriculums effectively. This will help pupils to know more and remember more.

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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in November 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.

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 | 137448 |
| Local authority | Wigan |
| Inspection number | 10240513 |
| Type of school | Secondary comprehensive |
| School category | Academy converter |
| Age range of pupils | 11 to 16 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 1292 |
| Appropriate authority | Board of trustees |
| Chair of trust | Sam Quigley |
| Headteacher | Paul Davies |
| Website | www.flhs.org.uk |
| Dates of previous inspection | 21 and 22 November 2017, under section 5 of the Education Act 2005 |

Information about this school

- There have been some changes to senior leadership and staffing since the previous inspection. The current headteacher took up post in January 2021. He was previously deputy headteacher at the school.
- There have also been changes to governance. This includes the appointment of a new chair of the board of trustees in September 2018.
- Building work is currently underway to provide a new school building.
- Leaders make use of three registered alternative providers for a small number of pupils.
- The school is a standalone academy.

Information about this inspection

- 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 spoke with the headteacher, other senior leaders, subject leaders, staff and trustees. An inspector held a telephone conversation with a representative of the local authority.
- Inspectors spoke to many pupils about their experience of school and their views on behaviour and bullying. Inspectors also observed pupils' behaviour during lessons and at breaktimes.
- Inspectors checked the school's safeguarding policies and procedures, including the school's single central record. Inspectors met with leaders, staff and pupils to check how effective safeguarding is in the school.
- Inspectors reviewed a wide range of evidence, including the school's self-evaluation document, improvement plans, records of pupils' behaviour and attendance.
- Inspectors carried out deep dives in art and design, English, mathematics, physical education and science. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers and spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also spoke to leaders about the curriculum in some other subjects.
- Inspectors considered the responses to Ofsted Parent View and the responses to the staff surveys and pupil surveys.

Inspection team

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Ofsted Inspector

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