

Inspection of a good school: Up Holland High School

Sandbrook Road, Orrell, Wigan, Lancashire WN5 7AL

Inspection dates:

23 and 24 May 2023

Outcome

Up Holland High School continues to be a good school.

What is it like to attend this school?

Pupils at Up Holland High School rise admirably to leaders' high expectations of their behaviour. They behave well. Pupils are respectful of others, and they model the school's values in their day-to-day actions.

Leaders' ambition for excellence is reflected in a well-designed and aspirational curriculum for pupils, including those with special educational needs and/or disabilities (SEND). Most pupils achieve well across a broad range of subjects.

When incidents of bullying are reported, leaders deal with them quickly and effectively. They do not tolerate discriminatory behaviour. Pupils told inspectors that they can turn to a trusted member of staff when needed. Pupils are confident that staff will help them. Pupils also appreciate the online system for reporting any worries, no matter how small. Most pupils feel safe and happy in school.

Leaders cater well for pupils' wider development. There are exciting enrichment opportunities on offer. For example, pupils enjoy the sporting clubs, 'junk kouture' club and the 'phoenix voices' choir.

Half termly character and culture days help to build pupils' skills and their understanding of life in modern Britain. For example, pupils are equipped well to tackle gender stereotypes, and they understand how mortgages work. By the end of Year 11, pupils are suitably prepared to be active and responsible citizens in contemporary society.

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

Leaders have ensured that pupils benefit from a relevant and suitably ambitious curriculum. The proportion of pupils choosing to study the English Baccalaureate suite of subjects is increasing. Leaders have considered carefully how the key stage 3 curriculum builds on pupils' learning at primary school. Furthermore, leaders have clearly identified

the essential building blocks of knowledge that pupils need and when they should be taught. As a result, most pupils learn the curriculum well.

In several subjects, leaders have focused on expanding teachers' subject-specific knowledge. Teachers use their expertise skilfully to ignite pupils' love of the subject. For the most part, teachers explain ideas and concepts clearly. However, in a small number of subjects, from time to time, teachers do not select appropriate activities that build on pupils' prior knowledge. In these subjects, some pupils do not learn the curriculum as deeply as they should.

In the main, teachers check what pupils have understood, and they are quick to address any gaps in pupils' learning. However, occasionally, the strategies that some teachers use to check on what pupils have remembered over time are less successful. This means that some pupils' misconceptions are not addressed swiftly enough. This prevents some pupils from connecting new learning to what they know already.

Leaders have appropriate systems in place to identify those pupils who find reading difficult. Staff provide high-quality support for these pupils, and this helps them to catch up quickly in reading. Leaders have begun to focus on improving pupils' reading across the curriculum. However, some staff are not as confident in how to deliver the reading curriculum as leaders intend. Leaders have appropriate plans in place to support staff in this work.

Staff use leaders' behaviour policy consistently and fairly. During lessons, there is rarely any disruption to learning.

Leaders work closely with parents and carers, staff and other professionals to accurately identify the needs of pupils with SEND in a timely manner. Leaders provide sufficient information and helpful strategies for staff to support pupils with SEND. Pupils with SEND are fully involved in all aspects of school life.

Staff ensure that pupils understand and respect those who are different to themselves. Pupils benefit from a well-planned careers programme, which helps them to make informed decisions about their futures. Added to this, leaders afford pupils the opportunity to try something new or visit somewhere different to broaden their experiences. For example, pupils may take part in an overseas residential trip, adventure holiday or visit a historic site.

Staff feel that they are supported well by leaders. For example, they appreciate leaders' open-door policy. Leaders carefully plan the school calendar to support staff to manage their workload. Governors have a strong oversight of those aspects of the school that leaders have prioritised. Those responsible for governance support and challenge leaders effectively.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have robust processes in place to ensure that those pupils who may be at risk of abuse, neglect or exploitation are identified. To this end, staff have been trained appropriately to recognise signs of potential harm.

Leaders respond swiftly and effectively to any safeguarding concerns that are raised. They engage closely with outside agencies. Pupils and their parents and carers receive the support they need. Staff see safeguarding as everybody's responsibility.

Leaders plan opportunities for pupils to learn about keeping themselves safe. For instance, pupils learn about water safety and driving awareness. Pupils also learn about the dangers of alcohol misuse and domestic violence.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, the activity choices made by some teachers hinder pupils in applying their prior knowledge to more complex tasks. As a result, in these subjects, some pupils do not learn the curriculum as deeply as they should. Leaders should make sure that teachers choose appropriate activities that help pupils to build on what they know already.
- From time to time, the strategies that some teachers use to check on what pupils have remembered over time are less successful. This means that some pupils' misconceptions are not addressed swiftly enough. Leaders should ensure that teachers' checks on pupils' learning are used well to identify and address pupils' gaps in knowledge quickly.

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 second ungraded inspection since we judged the school to be good in March 2015.

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	119751
Local authority	Lancashire
Inspection number	10286259
Type of school	Secondary Comprehensive
School category	Community
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	831
Appropriate authority	The governing body
Chair of governing body	Paul Sharples
Headteacher	Paul Scarborough
Website	www.uhhs.uk
Date of previous inspection	21 June 2018, under section 8 of the Education Act 2005.

Information about this school

- Leaders make use of one registered alternative provider for a small number of pupils.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 7 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

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 met with the headteacher, senior leaders and other leaders.
- Inspectors carried out deep dives in these subjects: English, history and art and design. For each deep dive, inspectors discussed the curriculum with progress leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors reviewed the school's records of safeguarding checks and referrals. They met with leaders who have overall responsibility for safeguarding. Inspectors spoke with staff, governors and pupils about leaders' work to keep pupils safe.
- The inspectors scrutinised a range of documentation, including the school's self-evaluation document, school improvement plans, minutes of governor meetings and records of pupils' behaviour and attendance.
- The lead inspector also visited some lessons in other subjects and reviewed samples of pupils' work in other subjects.
- The lead inspector spoke with a representative of the local authority.
- The inspectors observed pupils' behaviour at break and lunchtimes.
- The lead inspector met with representatives of the local governing body, including the chair of governors.
- Inspectors considered the responses to Ofsted Parent View, including the free-text comments. They also considered the responses to Ofsted's online surveys for staff and pupils.

Inspection team

Jenny Jones, lead inspector

His Majesty's Inspector

Barbara Dutton

Ofsted Inspector

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