

Westhoughton High School

A Specialist Technology College



“There is a tangible commitment to improving outcomes for students”

OFSTED February 2011 acknowledged the progress the school has made in many areas and graded the school overall as 'Good!' These are just a few of their comments, focussing on our two main priorities; ensuring effective teaching and learning and nurturing happy, confident, well-qualified and responsible young people.

Teaching and Learning

In the large majority of lessons, teaching is good and, in some instances, it is inspirational.

The school has had a sharp focus on improving the quality of teaching and, as a result, students enjoy their lessons, show enthusiasm and are keen to learn.

The leadership and management of teaching and learning have been particularly well developed; as a result, the quality of provision has improved, as has the progress made by students.

Students show enthusiasm for their learning and work at a brisk pace. The school works hard to include all students and has been awarded the Inclusive School Award.

In the majority of lessons, there is effective challenge and support to accelerate the progress of all groups of students.



The extent to which students feel safe



Students feel safe in the school and provision for safeguarding is good. Students say that bullying, when it occurs, is dealt with effectively.

Behaviour is good, enabling lessons to proceed productively. Movement around the school is purposeful and orderly. Students are friendly, cooperative and polite.

Students feel safe in the school and appreciate the efforts that the school has made to ensure their safety. They trust the staff and feel they can confide in them should problems arise.

In the best lessons, teaching challenges the intellectual curiosity and capacity of students who enjoy their growing understanding of complex ideas.

“Students are proud of their school.”

Care, Guidance & Support

The school provides a caring environment where all students are valued.

Care, guidance and support are good. A strong pastoral team provides effective systems to enhance the welfare of students. Students receive good guidance and acquire skills that equip them well for the next stages in their lives.

Attendance is above average and students are generally punctual to lessons. There is a strong focus in the curriculum on gaining skills for the future and students say that the school prepares them well for the 'real world'.



*“Relationships between students and adults
are characterised by mutual respect.”*

Curriculum

The curriculum is good and is tailored well to the needs and abilities of the students. It engages students well in their learning and has contributed to the marked improvement in attendance, which is now above average. Information and communication technology is used effectively to make lessons more interesting for students. Teaching in English is of a particularly high standard and is improving in mathematics under new leadership. Leadership at all levels is highly focused on improving provision and, as a result, the school's capacity for sustaining improvement is good.

The school has adapted the curriculum so that it better suits the needs, abilities and aspirations of the students. This has resulted in improved outcomes and has increased students' motivation; technology is used to good effect in lessons.

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Partnership with Parents

A very large majority state that their children enjoy school and the school does well in keeping their children safe. Most parents and carers feel that their children are making good progress and that teaching is good.

*“The school itself is a harmonious community,
with little conflict between students”*



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