

Standish Community High School

Address: Kenyon Road, Standish, Wigan, Lancashire, WN6 0NX

Unique reference number (URN): 143812

Inspection report: 3 February 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard 

Pupils achieve well overall. Their progress and attainment at the end of key stage 4 are broadly in line with national averages. Disadvantaged pupils generally achieve outcomes in many subjects that are in line with national averages. The achievement of pupils with special educational needs and/or disabilities is particularly positive. On the whole, pupils build their knowledge effectively across the curriculum.

Typically, pupils develop appropriate foundational knowledge, for example in literacy and numeracy. There is a broad range of support for those pupils who need it. Staff address any gaps in reading skills quickly. This enables pupils to catch up and read with accuracy and fluency. The development of pupils' knowledge in reading, writing, mathematics and communication means that pupils are typically prepared effectively for the next stage of their education. Almost all pupils secure sustained placements in education, employment or training when moving on from the school.

Attendance and behaviour

Expected standard 

Leaders have created an inclusive environment where pupils' regular attendance is promoted effectively. Pupils' overall attendance was close to the national average last year and was above the national average in the previous 2 years. The attendance of pupils with special educational needs and/or disabilities is consistently high. Leaders check pupils' attendance carefully and take action when necessary to ensure it improves. Leaders have a comprehensive strategy to further improve attendance for disadvantaged pupils. This includes the successful use of 'The Bridge', which supports some pupils with the transition back into school.

Leaders have established a safe and orderly environment for pupils. Staff ensure that pupils follow the school's clear routines. They have consistently high expectations. This contributes to a typically calm atmosphere. Pupils are warmly welcomed at the school gates by staff. This contributes to a positive start to the day.

Staff establish trusting and respectful relationships with pupils. Pupils are typically focused in lessons and show an interest in their learning. Low-level disruption is rare. At social times, in the main, pupils manage their behaviour well. They sit calmly and enjoy speaking with their friends. Bullying is rare. If it happens, most pupils are confident that if they report it, it will be dealt with swiftly and effectively.

Curriculum and teaching

Expected standard 

Leaders have a broadly accurate understanding of the strengths and areas for development in curriculum and teaching. Pupils follow a wide range of subjects in line with the national curriculum. Since the last inspection, the school has improved the design of creative subjects successfully. Pupils learn knowledge in a logical order across the curriculum.

In the main, teachers use their subject knowledge to deliver the curriculum well. They present information clearly and give helpful explanations. In general, teaching activities are selected appropriately to meet pupils' needs. Typically, the adaptations made by teachers ensure that pupils, including those with special educational needs and/or disabilities, can learn the curriculum effectively.

Staff typically check pupils' knowledge and identify misconceptions swiftly. There is some inconsistency in how teachers develop and check the depth of pupils' prior knowledge. In addition, sometimes, learning activities do not build on what pupils already know. Occasionally, this hinders some pupils' progress.

Leaders support pupils to build their essential knowledge effectively, such as in English and mathematics. For example, leaders' focus on pupils' handwriting skills is improving their ability to write with increasing accuracy. Pupils in the early stages of learning to read are supported well by appropriately trained staff. Leaders successfully develop pupils' oracy. Pupils feel increasingly confident to read out loud and discuss what they are reading.

Inclusion

Expected standard 

Leaders have a clear and ambitious vision for the school, with equity for pupils at its heart. Leaders use a range of well-established systems and approaches to ensure that pupils' needs are identified precisely and swiftly. Leaders have an accurate understanding of pupils' needs. Pupils with special educational needs and/or disabilities (SEND) are supported effectively through useful adaptations and resources.

Leaders monitor pupils' progress carefully. They ensure that staff are suitably trained to be able to identify and support pupils' changing needs. Staff typically make appropriate adaptations that enable pupils with SEND to progress well from their starting points.

Leaders work well with the local authority to reduce barriers to learning for some of their most vulnerable pupils. Positive relationships with different professionals ensure that pupils, including those known to social care, receive personalised support. Leaders also build effective relationships with parents and carers. Leaders aim to strengthen this work further.

Additional funding is focused on reducing barriers for disadvantaged pupils. For example, the use of the in-school base, 'The Bridge', has successfully led to increasing rates of attendance and improved outcomes for disadvantaged pupils.

Pupils educated at alternative provision are checked regularly to ensure that systems are appropriate to help keep them safe and supported well. They make positive progress in their learning.

Leadership and governance

Expected standard 

Leaders, including trustees and governors, are ambitious for pupils and act in their best interests. They ensure there is a clear focus on supporting vulnerable pupils. They identify barriers that pupils face quickly and typically use appropriate strategies to reduce them. They have established positive relationships with other professionals, including the local authority, so that pupils get the support they need in a timely way and are kept safe.

Leaders have an accurate view of the school's strengths and areas that need further improvement. They have designed an up-to-date and research-informed professional learning programme for staff to support improvements. This has been well received. It focuses effectively on the school's context, the pupils' changing needs and staff development. Leaders continue to ensure that professional learning has a consistently positive impact on teaching.

Staff, including those new to the profession, feel well supported and are consulted on changes. This helps them to take ownership of their work. Leaders work proactively and in collaboration with staff to reduce their workload and enhance wellbeing.

Trustees and governors have a wide range of skills that enable them to challenge and support leaders well. They have an appropriate understanding of the school's strengths and areas that require further development. Trustees and governors address any areas that fall short of leaders' expectations effectively and sensitively.

Leaders and governors work well with parents and carers. For example, leaders regularly gather the views of parents so the school can arrange to support their children further.

Personal development and wellbeing

Expected standard 

Leaders have carefully designed a comprehensive programme for pupils' personal development. It is tailored to pupils' needs and is flexible, so that leaders can respond to issues that arise. For example, other professionals visit the school to speak to pupils about topical issues such as misogyny, vaping and aspects of online communication.

There is a wide range of opportunities for pupils to develop their leadership skills, including being student ambassadors, prefects and open-day volunteers. Leaders ensure that there is representation from pupils with special educational needs and/or disabilities and disadvantaged pupils in these leadership positions.

Leaders have developed a wide-ranging programme of extra-curricular activities in response to pupils' feedback. These include visits, sports and clubs, such as dance and drama. These activities are effective in broadening pupils' wider skills and supporting their mental health and wellbeing.

Pupils respect differences in people. They learn about how to keep healthy, about relationships and consent. However, their recall of some aspects of personal, social and health education, world religions and fundamental British values, such as democracy and individual liberty, is less detailed.

Leaders provide effective pastoral support for pupils. 'The Bridge' and 'The Base' are used effectively to support pupils with their wellbeing and to help some pupils learn the curriculum.

Leaders work proactively to reduce barriers for disadvantaged pupils so that they have the opportunity to participate in a range of activities. For example, leaders use additional funding to support pupils with transport and to ensure that wider experiences are accessible to them.

Pupils benefit from helpful careers advice and guidance. They learn about the options available to them through presentations from local colleges, employers and apprenticeship providers. This helps to raise their aspirations for their future. The school is in the process of developing further meaningful work experience with local employers. Pupils are typically well prepared for the next steps in their education.

What it's like to be a pupil at this school

Standish Community School provides a calm, caring and supportive environment for pupils. Positive relationships between staff and pupils contribute to pupils' sense of belonging and wellbeing. Pupils are happy and feel safe. They know that there is an adult they can speak to if they have any concerns. Instances of bullying are rare. Staff deal with these swiftly and effectively.

Pupils rise to the school's high expectations of behaviour. They are polite and respectful of the differences between people. Pupils typically socialise well together. There are quiet spaces that vulnerable pupils appreciate being able to access at social times. If it is necessary, pupils are supported effectively in 'The Base' and 'The Bridge' to help them reintegrate back into lessons. Pupils who access these spaces are positive about the impact of these provisions in supporting them with their learning.

Pupils attend school regularly. They enjoy learning. Most pupils concentrate and work hard. For pupils who face barriers to learning, staff make adjustments and provide effective support for pupils in class. This ensures that all pupils, including those with special educational needs and/or disabilities, learn the curriculum securely. Pupils make sound progress from their starting points. They leave well prepared for the next stage of their education.

Pupils benefit from a wide range of extra-curricular activities that help to build their confidence and develop their interests. For example, pupils are enthusiastic about rock band, singing and annual music productions. Pupils enjoy competing in sports competitions, including in netball, football and cricket. They develop leadership skills through the Duke of Edinburgh's Award and roles such as wellbeing ambassadors, librarians and supporting pupils with reading. Pupils develop their appreciation of the wider world through memorable visits to places of interest in the United Kingdom and overseas. Leaders take proactive steps and make adjustments to ensure their wider offer is inclusive and enables all pupils to participate.

Next steps

- Leaders should ensure that teachers check pupils' previous knowledge and understanding with greater rigour, so that they can design learning activities that consistently build effectively on what pupils already know.
- Leaders should ensure that pupils develop consistent and detailed knowledge of the personal development programme, including fundamental British values and different

About this inspection

This school is part of Mosaic Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Neil Moore, and overseen by a board of trustees, chaired by Adrian Hardy.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, trust leaders, other senior leaders in the school and staff. The lead inspector spoke with the CEO, trustees, including the chair of the trust board, and members of the local governing body, including the chair. He also spoke with a representative of the local authority. An inspector spoke with representatives of the alternative providers that the school uses.

The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

The inspectors confirmed the following information about the school:

The school makes use of one registered and 4 unregistered alternative providers.

The school has undergone a significant change since the last inspection. Some members of the senior leadership team took up post in recent years. The CEO joined the trust in 2022.

Headteacher : Lindsay Barker

Lead inspector:

Ahmed Marikar, His Majesty's Inspector

Team inspectors:

Chris Meldrum, Ofsted Inspector

Katie Sharp, Ofsted Inspector

Neil Johnson, His Majesty's Inspector

Usman Kothia, His Majesty's Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 3 February 2026

School and pupil context

Total pupils

1,292

Above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 1,067

School capacity

1,300

Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 1,153

Pupils eligible for free school meals (FSM)

17.41%

Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 28.9%

Pupils with an education, health and care (EHC) plan

1.70%

Below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.09%

Pupils with special educational needs (SEN) support

11.61%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 13.4%

Location deprivation

Well below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (provisional)	43.6%	45.2%	Close to average
2023/24 (final)	58.8%	45.9%	Above
2022/23 (final)	58.6%	45.3%	Above

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (provisional)	49.6	45.9	Close to average
2023/24 (final)	52.4	45.9	Above
2022/23 (final)	53.5	46.3	Above

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.07	-0.03	Close to average
2022/23 (final)	0.05	-0.03	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (provisional)	18.9%	25.6%	Close to average
2023/24 (final)	29.0%	25.8%	Close to average
2022/23 (final)	23.8%	25.2%	Close to average

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (provisional)	37.7	34.9	Close to average
2023/24 (final)	37.9	34.6	Close to average
2022/23 (final)	38.0	35.0	Close to average

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.27	-0.57	Close to average
2022/23 (final)	-0.63	-0.57	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference

between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (provisional)	18.9%	52.8%	-34.0 pp
2023/24 (final)	29.0%	53.1%	-24.1 pp
2022/23 (final)	23.8%	52.4%	-28.6 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (provisional)	37.7	50.3	-12.6
2023/24 (final)	37.9	50.0	-12.1
2022/23 (final)	38.0	50.3	-12.3

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	-0.27	0.16	-0.44
2022/23 (final)	-0.63	0.17	-0.80

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers (provisional)	92%	91%	Average
2022 leavers (revised)	95%	93%	Average
2021 leavers (revised)	96%	94%	Average

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	7.0%	8.1%	Close to average
2023/24 (3 term)	7.2%	8.9%	Below
2022/23 (3 term)	7.0%	9.0%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	18.6%	21.9%	Close to average
2023/24 (3 term)	17.0%	25.6%	Below
2022/23 (3 term)	17.0%	26.5%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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