

South Wigston High School

Address: St Thomas Road, Wigston, Leicestershire, LE18 4TA

Unique reference number (URN): 137931

Inspection report: 30 June 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

Attendance and behaviour

Expected standard 

Leaders ensure that all staff share responsibility for improving pupils' attendance. They carefully monitor patterns of absence and consistently reinforce the importance of regular attendance. Leaders work closely with parents and external agencies to provide support for pupils who find it difficult to attend. As a result, there have been improvements in pupils' attendance over time. However, overall attendance is below national averages, and too many pupils regularly miss school.

Staff and pupils recognise the raised expectations for behaviour. Leaders have established clear routines, which help ensure that the school is generally calm and orderly. Relationships between staff and pupils are warm and respectful. This creates a positive environment where pupils are able and ready to learn. Leaders provide additional support for pupils who need help to manage their behaviour. Pupils benefit from the opportunity to pause and reflect on their emotions, so that they can return quickly to their learning. As a result, the number of suspensions and incidents of poor behaviour across the school have reduced significantly.

Bullying and the use of discriminatory language are not tolerated. Most pupils are confident that staff will challenge inappropriate behaviour quickly and effectively.

Curriculum and teaching

Expected standard 

Leaders have an accurate understanding of the quality of the curriculum and teaching across the school. Pupils benefit from the improvements that leaders have made.

There have been notable changes in the curriculum. Leaders have ensured that the curriculum is well planned to build pupils' knowledge over time. They have embedded consistent approaches to teaching across the curriculum. Staff receive training so that they understand these approaches.

Typically, the curriculum is taught well. Teachers use their subject knowledge to present information clearly. In most lessons, they check how well pupils have learned the curriculum and provide opportunities to help pupils remember what they have learned. Where teaching is most consistent, pupils are enthusiastically engaged with their learning and make better progress from their starting points. Teachers use positive relationships with pupils to ensure that they are ready to learn. However, the support some pupils receive is not precisely matched to their specific needs. This means that some pupils are not fully engaged in their learning and do not make the progress that they could. Pupils who have not yet secured basic skills are well supported to catch up with their peers, including in targeted nurture classes.

Inclusion

Expected standard 

Leaders have prioritised inclusion in all areas of the school's work. This has created a culture where inclusion is celebrated. Leaders have developed effective systems to prioritise

the support required for pupils with special educational needs and/or disabilities, disadvantaged pupils and those known to children's social care.

There are efficient processes for identifying pupils' barriers to learning. Leaders use external professionals and specialists who work at the school to quickly identify the support that pupils need. Pupils who receive additional support in nurture teaching groups develop strategies and skills that help them thrive and learn alongside their peers.

Staff receive appropriate training and detailed information about pupils so that they can provide effective support for their learning and wellbeing. Leaders review the impact of the support given to pupils. They adapt their approach appropriately and provide additional staff training when required. Leaders use additional funding to provide further experiences for disadvantaged pupils. As a result, the attendance and behaviour of disadvantaged pupils have improved.

Leaders use personalised provision, including alternative provision, thoughtfully and appropriately. This is regularly reviewed and leaders ensure that it is always used in pupils' best interests.

Leadership and governance

Expected standard 

Leaders have taken meaningful steps to secure improvements at South Wigston High School. They have an accurate understanding of the school's strengths and priorities for ongoing improvement. Trust leaders have provided effective support to ensure that improvements are sustainable.

Leaders have high aspirations for all pupils, including the most vulnerable. Pupils are at the centre of leaders' decisions. Leaders have established a positive environment underpinned by a culture of care and respectful relationships. Staff and pupils recognise that these improvements have positively impacted the school community.

Trustees and members of the local governing board are knowledgeable about the areas for improvement and share leaders' ambition for the pupils. They carry out their statutory duties effectively, providing support and challenge to leaders. This includes ensuring that additional funding is used appropriately to benefit disadvantaged pupils.

There is a collective commitment to secure school improvement. Teachers are proud to work at the school and feel valued by leaders. Leaders pay attention to staff's wellbeing and workload. The professional learning opportunities staff receive is closely matched to priorities for improvement. This has secured more consistent approaches to teaching and pastoral support and has improved the experiences and outcomes for pupils. Teachers in the early stages of their career receive appropriate training to support their development.

Most parents are supportive of the school. Many recognise the improvements that have taken place. Leaders take action to create positive relationships with parents and carers. This ensures that pupils can get the support they need, at the right time.

Leaders have created a culture where personal development sits at the centre of the school's approach. Leaders have designed a personal development programme that equips pupils to become positive members of the community. The personal, social and health education (PSHE) curriculum is adapted to meet the needs of pupils, so that they learn about issues that relate to them. This includes topics such as keeping themselves safe and healthy. As a result, pupils develop knowledge that prepares them well for life in modern Britain.

Opportunities beyond the curriculum broaden pupils' experiences. Many pupils enjoy attending sports activities, creative clubs and educational visits. Leaders ensure that disadvantaged pupils have access to experiences that they may not otherwise have. There are many opportunities for pupils to become leaders in the school community. For example, pupils sit on 'student improvement groups' and act as anti-bullying ambassadors. Pupils recognise that their voices are heard and appreciate that they can influence changes at school. This means that pupils feel valued as members of the school community.

Pupils have a range of opportunities to engage with careers education. The information they receive enables them to make increasingly well-informed decisions about their futures. Younger pupils enthusiastically explore careers and the world of work. Leaders have developed their approach to work experience, so that all pupils recently have been able to engage with this opportunity.

Pastoral support is a strength of the school. All pupils, including the most vulnerable, benefit from targeted support. Staff know pupils well. As a result, they build warm and purposeful relationships with pupils, which are underpinned by a culture of care. This has created a sense of belonging and community, which is supporting pupils to attend more regularly and persist with their learning.

Needs attention

Achievement

Needs attention 

Across the curriculum, the achievement and progress of all pupils in external examinations have been below national averages over time. This includes disadvantaged pupils and pupils with special educational needs and/or disabilities.

Leaders have taken action to secure consistency in teaching and raise expectations of what pupils can achieve. This is beginning to have a positive impact on pupils' progress through the curriculum and the quality of work they produce. Pupils have an increasingly secure understanding of subject-specific vocabulary and the skills required to be successful in each area of the curriculum. However, not all pupils receive the precise support they need in lessons to make the progress they should in all subjects. Pupils who have not yet secured the basic skills they need to access the curriculum receive additional support. This is effectively designed and is having a positive impact.

Pupils are supported to successfully move to education or training that are increasingly well matched to their ambitions and aspirations. This means that the proportion of pupils who secure appropriate next steps when they leave school has improved.

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

Leaders have established a positive culture, which underpins life at South Wigston High School. This is founded on the 'DNA' of the school; ambition, determination and respect. Pupils have an increased sense of belonging and most feel happy, settled and safe.

There have been positive changes across all aspects of school life. Leaders have nurtured a kind and compassionate school community. Pupils feel valued and know that their voices matter. Many pupils are positive about the changes that have taken place at the school. They have been actively involved in directing these changes. As a result, pupils feel included and are increasingly proud of their school.

Pupils' achievement at the end of key stage 4 is below national averages. This includes the achievement of disadvantaged pupils and pupils with special educational needs and/or disabilities. Leaders have taken steps to improve the curriculum and quality of teaching. This has increased consistency across classrooms. As a result, pupils are demonstrating progress in their work. However, some learning activities are not precisely targeted to what all pupils need and as a result some do not always engage fully with their learning.

Pupils benefit from effective pastoral support. Staff value understanding pupils' individual circumstances. The school builds secure relationships with families and external professionals. This improves pupils' experiences and reinforces the support they receive.

Leaders have reinforced expectations of behaviour and attendance. This is supported by routines and opportunities to celebrate. Pupils are confident to share their concerns with staff. If bullying or discriminatory language occurs, this is dealt with effectively. Overall, pupils behave more positively and attend more regularly because the school better meets their needs. However, while attendance is improving, it remains below national averages.

The programme to support pupils' personal development provides additional opportunities and experiences for pupils beyond the curriculum. They receive information and guidance which helps them consider their future education, employment or training.

Next steps

- Leaders should continue to develop and fully embed high-quality teaching strategies across the curriculum so that all pupils can improve their outcomes in public examinations.
- Leaders should ensure they continue to support staff in implementing adaptations to the curriculum, so that pupils with special educational needs and/or disabilities receive the precise support they need.

- Continue to embed strategies to ensure that all pupils attend regularly.
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About this inspection

This school is part of Learning Without Limits Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, John Henrys, and overseen by a board of trustees, chaired by Ruth Ingman.

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 (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMI.

Inspectors spoke with school leaders, staff and pupils. They also spoke with representatives of the trust, including the chief executive officer, and those responsible for governance, during the inspection. Information was gathered from parents.

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 currently makes use of 4 alternative provisions, including 2 that are unregistered.

Principal: Sara-Jayne Fletcher

Lead inspector:

Helen Loader, His Majesty's Inspector

Team inspectors:

Ellenor Beighton, Ofsted Inspector

Martyn Skinner, Ofsted Inspector

Derek Hobbs, Ofsted 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 30 June 2026

School and pupil context

Total pupils

783

Below 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

860

Below 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: 1,154

Pupils eligible for free school meals (FSM)

31.42%

Close to 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

1.79%

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

12.01%

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

Above 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 (final)	22.8%	45.4%	Below
2023/24 (final)	23.5%	45.9%	Below

Year	This school	National average	Compared with national average
2022/23 (final)	19.5%	45.3%	Below

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 (final)	34.5	46.1	Below
2023/24 (final)	35.0	45.9	Below
2022/23 (final)	36.7	46.3	Below

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)	-1.02	-0.03	Below
2022/23 (final)	-0.68	-0.03	Below

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 (final)	11.4%	25.8%	Below
2023/24 (final)	8.7%	25.8%	Below
2022/23 (final)	15.9%	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 (final)	25.5	34.9	Below
2023/24 (final)	23.0	34.6	Below
2022/23 (final)	29.3	35.0	Below

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)	-1.51	-0.57	Below
2022/23 (final)	-1.15	-0.57	Below

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 (final)	11.4%	53.1%	-41.7 pp
2023/24 (final)	8.7%	53.1%	-44.4 pp
2022/23 (final)	15.9%	52.4%	-36.5 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 (final)	25.5	50.4	-24.9
2023/24 (final)	23.0	50.0	-27.0
2022/23 (final)	29.3	50.3	-21.0

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)	-1.51	0.16	-1.67
2022/23 (final)	-1.15	0.17	-1.31

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 (revised)	91%	92%	Average
2022 leavers (revised)	87%	93%	Below
2021 leavers (revised)	94%	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 (3 term)	11.3%	8.4%	Above
2023/24 (3 term)	11.6%	8.9%	Above
2022/23 (3 term)	11.8%	9.0%	Above

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 (3 term)	33.1%	23.4%	Above
2023/24 (3 term)	35.1%	25.6%	Above
2022/23 (3 term)	35.7%	26.5%	Above

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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