

Altrincham College

Address: Green Lane, Timperley, Altrincham, Cheshire, WA15 8QW

Unique reference number (URN): 138614

Inspection report: 19 May 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.

Strong standard ●

Personal development and wellbeing

Strong standard ●

Leaders have established an extensive and coherent programme for pupils' personal development. The personal, social, health and economic education and citizenship curriculums are embedded across lessons, assemblies and form time. This gives pupils regular opportunities to explore important themes. Pupils speak with assurance about healthy relationships and how to keep themselves safe both online and offline. They show respect for difference and diversity. The school holds events that celebrate identity and culture, such the 'united colours of Altrincham day.' These foster a sense of belonging and respect. Pupils value these experiences because they feel recognised, included and well cared for. There are projects which serve to deepen pupils' understanding of key social and personal issues. Pupils learn how these topics, such as violence against women and girls, affect their lives and how to respond responsibly.

Pupils take part in a wide range of clubs, leadership roles and cultural experiences. They relish opportunities such as debate club and The Duke of Edinburgh's Award scheme. These activities strengthen pupils' confidence and readiness for life beyond school. Leaders track participation and take steps to ensure that pupils increasingly benefit from the extra-curricular offer. Adaptations and additional support help pupils, including those who are disadvantaged, to participate meaningfully in activities. Pupils contribute to the wider community through charity work and international visits. These opportunities broaden their understanding of the world.

The school's careers education programme is impressive. Pupils, especially those in the post-16 provision, develop essential life skills and receive structured guidance throughout their time at school. They learn about different career routes, meet employers and benefit from impartial careers advice. This breadth of experience helps pupils to make informed and ambitious choices. As a result, pupils are very well prepared for their future education, employment or training.

Post 16 provision

Strong standard ●

Leaders have designed an ambitious and well-tailored 16 to 19 study programme. They have given careful consideration to the range of academic and vocational courses on offer so that programmes match students' interests and aspirations. The curriculum is reviewed frequently to ensure that it remains challenging and relevant.

Teachers draw on their expert subject knowledge to help students to develop a deep and secure understanding of complex ideas. Students are encouraged to work with maturity and independence. Although A-level outcomes remain close to national figures, these have improved rapidly in recent times. This is reflected in the quality of work that current students produce, where they demonstrate a notably sophisticated grasp of subject content.

Leaders ensure that students benefit from an extensive range of wider opportunities beyond the taught curriculum. Many students gain a variety of accreditations, such as sign language, through the post-16 enrichment pathways. These opportunities build students' confidence and reinforce their commitment to making a positive difference within their

community and the wider world. Students also receive high-quality careers support and guidance. This helps them to understand their options clearly and prepares them thoroughly for their next steps. Students, including those with additional needs, leave the post-16 provision with the knowledge, skills and self-assurance needed to succeed in the next stage of their lives.

Expected standard

Achievement

Expected standard 

Pupils achieve securely across the curriculum. They are well prepared for their next stage of education, employment or training. Published outcomes in some subjects vary, including for disadvantaged pupils. However, recent improvements to curriculum delivery mean that pupils now build their knowledge with greater confidence. Across subjects, pupils produce work that shows a firm grasp of key ideas. Although published outcomes in the post-16 provision remain in line with or above national figures, students' work shows high levels of achievement. Students gain the qualifications they need to access their first-choice destinations.

Across the school, pupils typically develop secure spelling, handwriting and number knowledge. They are usually supported well to close any remaining gaps in their basic knowledge and skills.

Pupils with special educational needs and/or disabilities and those known to social care increasingly achieve well from their starting points. This reflects the school's effective work to reduce barriers to learning. Pupils receive the right support at the right time.

Attendance and behaviour

Expected standard 

Leaders use their detailed analysis to better understand attendance patterns across different groups and individuals. This helps leaders to intervene quickly when concerns arise. Where attendance is lower for specific groups, leaders' actions are timely and increasingly effective. Furthermore, pupils who face barriers, such as those with special educational needs and/or disabilities (SEND) benefit from well-rounded support. As a result, attendance remains close to the national average and has shown a marked improvement over time. Leaders' work to provide targeted support has contributed to a notable reduction in persistent absence, particularly for pupils with SEND.

Most pupils behave respectfully. The school is calm and orderly. Leaders set high expectations of pupils' conduct. This is underpinned by the Trust's and school's core values of ambition and aspiration. Staff reinforce school routines consistently well. Bullying is uncommon and when concerns arise, leaders respond quickly. Pupils are motivated and show positive attitudes to learning. Older pupils, especially those in the post-16 provision, model mature behaviour for their younger peers. For some pupils, including some pupils with SEND, leaders make careful adjustments to help pupils to re-engage with their learning and to navigate the school day successfully.

Curriculum and teaching

Expected standard 

Leaders provide clear strategic direction for curriculum and teaching. They review provision regularly and take sensible action when practice needs to improve. This work has led to improvements in the quality of teaching across subjects. The curriculum is well sequenced. It sets out the knowledge that pupils need to know and the order in which they learn it. Subject leaders refine content appropriately so that pupils build secure foundations from Year 7 onwards.

Teachers introduce new ideas with clarity and revisit important concepts so that pupils remember them over time. Staff usually adapt teaching so that pupils with different needs fully engage in lessons. Where this practice is effective, pupils learn with purpose and their work reflects the high ambition of the curriculum. However, this practice is not consistently embedded across all subjects. Staff use information from checks on pupils' learning with varying effectiveness. At times, this means that some pupils are not clear about what they need to do to improve. In some cases it slows the pace at which pupils progress through their learning.

Leaders establish effective approaches to the development of pupils' essential literacy and numeracy skills. As a result, pupils gain the knowledge and confidence that they need to access the curriculum.

Inclusion

Expected standard 

Staff identify pupils' needs early. They are knowledgeable about what each pupil requires. Staff act quickly so that barriers to learning and wellbeing are reduced. When staff choose and review strategies that precisely match pupils' needs, pupils respond positively. They access the curriculum with growing confidence and this helps them to progress well.

Leaders use pupil premium funding with clear intent. They make sure that disadvantaged pupils receive targeted teaching and subsidised enrichment opportunities. Staff keep a close eye on how well this support is working and adjust it if pupils need something different.

Pupils with special educational needs and/or disabilities are supported with care. Typically staff adapt teaching so that these pupils grasp key ideas and stay involved in lessons. Leaders work closely with families and external professionals to review provision and keep it effective. Similar attention is given to pupils known to social care. Staff maintain regular contact with families and provide additional support when pupils join the school. This helps pupils to settle quickly and to feel secure.

Leaders make appropriate use of alternative provision. They check pupils' attendance, safety and progress throughout their placements. This oversight means that pupils' needs are met well and that their time offsite is purposeful.

Leadership and governance

Expected standard 

Recent changes to leadership and staffing in a small number of subject areas have brought greater stability to the school. This has enabled leaders to address weaknesses in a timely

way. Leaders keep pupils' best interests at the centre of their decisions. They maintain high aspirations for all pupils, including those in the post-16 provision. Leaders model the care and respect that they expect pupils to show. Their determined work helps pupils to secure successful next steps.

Leaders respond with resilience when challenges arise and they support staff well through periods of change. They protect staff wellbeing and manage workload carefully. Leaders offer purposeful training and create roles that allow staff to extend their skills. Staff value opportunities for progression.

Trustees and governors know the school's context in detail. They monitor safeguarding, curriculum and finance with rigour. This ensures that resources are used effectively. Trustees and governors review their own practice through research, external audits and targeted training. This brings informed scrutiny to leaders' work and strengthens the impact of improvement actions.

Leaders and governors maintain constructive relationships with parents, external professionals and the wider community. They use these partnerships effectively to support pupils' needs and to enhance the school's provision.

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

Pupils enjoy the welcoming environment at Altrincham College. They form positive relationships with their teachers and with each other. This helps them to feel settled and happy. They enjoy taking part in the vast range of experiences on offer that build their interests and broaden their understanding of the world.

Pupils who participate in enrichment activities, including the school's performing arts productions, relish opportunities to develop new skills and to meet new people. Post-16 students value access to extensive leadership roles. For example, the sustainability group enjoyed raising money for their community garden and leading recycling initiatives across school. Pupils appreciate supporting their peers through roles such as reading ambassadors. Pupils cherish the memories and knowledge that they gain from outings, such as to the Houses of Parliament, football stadiums and to places overseas. These experiences help pupils, including those in the post-16 provision, to build readiness for future learning and for life beyond school.

Pupils benefit from a broad and ambitious curriculum. They enjoy learning and value the clarity with which staff explain new ideas. This helps pupils to progress through the curriculum well. Students in the post-16 provision follow a tailored subject offer that gives them the knowledge they need to access future career choices. They gain relevant qualifications and develop skills that prepare them well for their next steps.

Pupils are respectful and this helps to foster calm and purposeful classrooms. Staff deal with any bullying concerns quickly and pupils know who to speak to if they need help. As a result, pupils feel safe and happy. This is reflected in their attendance which is close to national and improving year on year.

Next steps

- Leaders should build on their work to support staff in adapting teaching activities more consistently. This will enable pupils to access the curriculum equally well across subjects.
 - Leaders should help teachers to further refine how they use checks on learning to give clear feedback and to shape teaching so that it helps pupils to make rapid progress.
-

About this inspection

Information about this inspection

This school is part of the Achieve and Learn Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Kim Earle, and overseen by a board of trustees, chaired by Susan Wildman.

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

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

The inspectors confirmed the following information about the school:

The school uses two registered alternative provisions and six unregistered alternative provisions for a small number of pupils.

The chair of the board of governors in this school is Cliff Broom.

Inspection activities:

Inspectors spoke with the headteacher, trust leaders, school leaders, members of the local governing body, virtual school head and representatives from alternative providers, during the inspection.

The inspection team scrutinised information and documents that the school provided. Inspectors visited a range of lessons, looked at pupils' work and spoke to pupils. Inspectors also had discussions with staff and considered the responses to Ofsted's surveys for parents, staff and pupils.

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.

Headteacher: Andrew Keegan

Lead inspector:

Amina Modan, His Majesty's Inspector

Team inspectors:

Stephen Ruddy, Ofsted Inspector

Craig Yates, Ofsted Inspector

Jamie Jardine, Ofsted Inspector

Christine Mitchell, 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 19 May 2026

School and pupil context

Total pupils

982

Close to 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

1,018

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: 1,154

Pupils eligible for free school meals (FSM)

29.38%

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

2.75%

Close to 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

12.93%

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 (final)	48.3%	45.4%	Close to average
2023/24 (final)	48.5%	45.9%	Close to average
2022/23 (final)	42.6%	45.3%	Close to average

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)	48.5	46.1	Close to average
2023/24 (final)	48.2	45.9	Close to average
2022/23 (final)	46.2	46.3	Close to average

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)	-0.03	-0.03	Close to average
2022/23 (final)	-0.20	-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 (final)	25.6%	25.8%	Close to average
2023/24 (final)	25.6%	25.8%	Close to average
2022/23 (final)	21.4%	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)	37.5	34.9	Close to average
2023/24 (final)	38.9	34.6	Close to average
2022/23 (final)	33.8	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)	-0.31	-0.57	Close to average
2022/23 (final)	-0.69	-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 (final)	25.6%	53.1%	-27.6 pp
2023/24 (final)	25.6%	53.1%	-27.5 pp
2022/23 (final)	21.4%	52.4%	-31.0 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)	37.5	50.4	-12.9
2023/24 (final)	38.9	50.0	-11.1
2022/23 (final)	33.8	50.3	-16.5

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)	-0.31	0.16	-0.47
2022/23 (final)	-0.69	0.17	-0.85

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)	94%	92%	Average
2022 leavers (revised)	88%	93%	Below
2021 leavers (revised)	96%	94%	Average

16 to 18 performance

A-level average point score

The average points that students achieved per A-level entry.

Year	This school	National average	Compared with national average
2024/25 (final)	34.50	35.00	Close to average
2023/24 (final)	30.89	34.38	Close to average
2022/23 (final)	30.59	34.16	Below

A-level value added

A score showing students’ progress between the end of key stage 4 and the end of their academic qualification studies.

Year	This school	National average	Compared with national average
2024/25 (final)	0.1	0.0	Close to average
2023/24 (revised)	-0.1	0.0	Close to 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)	7.4%	8.4%	Close to average
2023/24 (3 term)	9.1%	8.9%	Close to average
2022/23 (3 term)	9.2%	9.0%	Close to average

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)	20.6%	23.4%	Close to average
2023/24 (3 term)	26.5%	25.6%	Close to average
2022/23 (3 term)	26.4%	26.5%	Close to average

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <https://reports.ofsted.gov.uk>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk



© Crown copyright