

# Hazel Grove High School

Jacksons Lane, Hazel Grove, Stockport, Cheshire, SK7 5JX

**Inspection dates** 3–4 December 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Sixth form provision		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a good school.

- The standards students attain are consistently high; the proportion of students awarded at least five or more good GCSE grades, including English and mathematics, is well above the national average and improved in 2014.
- Good and improving teaching ensures that students from different starting points make progress which is better than usually seen.
- The most able students attain high grades and make above average progress.
- Students with special educational needs, including those with severe or profound multiple learning difficulties, make similar progress to others.
- Disadvantaged students achieve better than other disadvantaged students nationally.
- Relationships are strong, and this helps students to learn well. Students work hard and behave well in lessons and around the academy. They are welcoming and polite to adults and to each other.
- Good care ensures that students feel safe in the academy and that they know how to look after themselves in all situations.
- The new headteacher is leading the academy well, and has maintained its good track record of improvement.
- Middle leaders are successful in driving further improvements, and are being developed well by the headteacher.
- The curriculum responds to students' needs and includes many opportunities beyond the school day to develop their spiritual, moral, social and cultural understanding. This prepares them well for life in modern Britain.
- Governance is strong and makes an effective contribution to the academy's improving performance.
- The new sixth form requires improvement because teaching has not yet secured good achievement.

### It is not yet an outstanding school because

- In mathematics, the gap between the performance of disadvantaged students and non-disadvantaged students is not closing quickly enough.
- Not enough teaching fosters students' enthusiasm for learning as well as it could.
- In the sixth form, some teaching lacks rigour and it does not encourage sufficient depth and breadth of learning, resulting in students' achievement which requires improvement.

## Information about this inspection

- Inspectors observed teaching and learning in 32 lessons or parts of lessons. Four observations were undertaken jointly with members of the senior staff group.
- Inspectors looked at a wide range of school documentation, including that relating to students' attainment, progress and behaviour. They also considered minutes of governing body meetings, school publications, safeguarding documentation and other key policies and procedures. They also looked at the school's view of how well it is doing.
- Discussions were held with the Chair of the Governing Body and other governors, senior and middle leaders, teachers and a representative from the local authority.
- Meetings were held with three groups of students and inspectors spoke with other students in lessons and around the academy at break and during lunchtimes.
- Inspectors examined the work in students' books and listened to a group of students in Years 7 and 8 read.
- The 53 responses to the online questionnaire (Parent View) were considered, as well as 287 responses from parents in surveys carried out by the academy in 2014. Inspectors also looked at the 81 responses to the staff questionnaire.

## Inspection team

Anne Smedley, Lead inspector	Additional Inspector
Victoria Beer	Additional Inspector
Pankaj Gulab	Additional Inspector
Anthony Nicholson	Additional Inspector

## Full report

### Information about this school

- The academy is similar in size to the average-sized secondary school.
- The proportion of students from minority ethnic heritages is small, as is the proportion of students who speak English as an additional language.
- The proportion of disadvantaged pupils, those supported by the pupil premium, is rising, but is below average. The pupil premium funding supports those who are known to be eligible for free school meals and those in the care of the local authority.
- The proportion of disabled students and those who have special educational needs is below average.
- The academy has a resourced provision to support the inclusion of 14 students with severe or profound multiple learning difficulties aged 11 to 16.
- The academy meets the government's current floor standard, which is the minimum expectation for students' attainment and progress in English and mathematics by the end of Year 11.
- The academy makes use of Stockport College to provide part-time alternative education for a very small number of students.
- The new headteacher took up his post in March 2014.
- Since the previous inspection, the academy has opened a sixth form.

### What does the school need to do to improve further?

- Improve the achievement of disadvantaged students in mathematics so that the gap between their performance and the performance of non-disadvantaged students is reduced by ensuring information on students' learning in mathematics is used more effectively to improve their achievement.
- Improve the quality of teaching to accelerate students' progress further by promoting students' thirst for knowledge and love of learning more effectively.
- Improve achievement in the sixth form by:
  - ensuring that expectations of students are consistently high so that they are challenged to gain a wider and deeper understanding of the subjects they are studying
  - ensuring that existing best practice in sixth form teaching is developed and shared systematically.

## Inspection judgements

### The leadership and management are good

- The new headteacher is passionate about equality of opportunity for all and has introduced robust plans and taken action to improve the quality of teaching and leadership. He is determined to secure the highest possible levels of achievement for all students. He has successfully secured the full support of leaders, governors and staff for his vision, so that the school has a strong sense of purpose and direction.
- Rigorous checking systems enable the school to have an accurate view of its own performance. Senior leaders and governors have a clear view of what is required to strengthen the school's performance further.
- The leadership of teaching is good. Teaching quality is systematically and frequently checked through a wide range of methods. The management of teachers' performance is robust, and staff training is shaped well to meet school and individual staff needs. However, teaching in the new sixth form requires improvement.
- Middle leadership is strong, and the headteacher is developing new leaders well. They all agree what needs to be done to make the school even more successful, and know how to do it.
- School leaders ensure that discrimination in any form is not tolerated. They strongly promote students' spiritual, moral, social and cultural development and its impact can be seen in the positive relationships, good behaviour and respect students show towards each other and to adults. This creates a strong sense of community within the academy. The school rejects discrimination in all its forms and places emphasis on fostering good relations.
- Students are provided with a curriculum which is responsive to their needs and interests and helps them to develop their skills and capabilities. It enables them to find out about the world around them, the importance of tolerance and democracy and other elements which prepare them well to live in modern Britain. Recently, for example, students participated in a mock Scottish independence debate and referendum.
- Pupil premium funding is used well to target improvement in the progress of disadvantaged students, as seen in the fact that they achieve better than other disadvantaged students nationally and attained better than non-disadvantaged students nationally in English in 2014.
- Careers information, advice and guidance are strong, enabling students to make good choices about their next steps. A very large majority progress successfully into further education, training or employment.
- Safeguarding arrangements meet requirements and are strong. These include robust monitoring of the attendance, achievement and behaviour of the very small number of students attending alternative provision.
- The academy regularly seeks the views of parents and others to identify further ways to strengthen and improve its effectiveness. In the surveys carried out by the school and in Parent View, most parents confirm that the academy responds well to their opinions, and almost all would recommend the academy to others. The academy has welcomed continued local authority challenge and support since it converted to academy status, and the local authority has an accurate view of the standard of education provided for students.
- **The governance of the school:**
  - The very effective governing body has an accurate view of the academy's performance, and governors are helped in this by the impressive information they receive from leaders on all aspects of the academy's life. They have a good understanding of the progress students make, and track their performance regularly. Governors have high but realistic ambitions and are committed to the academy's robust plan for the development of high-quality provision for students through improving the quality of teaching further. They ensure that all teachers, including the headteacher, are held to account through effective performance management, and are fully involved in agreeing the salary progression of teaching staff. The governing body manages its resources effectively, using its own specialist expertise. Governors have a firm grasp of the impact of pupil premium funding and hold leaders to account for students' achievement. They ensure that all safeguarding requirements are met, and that all are safe on the premises.

### The behaviour and safety of pupils are good

#### Behaviour

- The behaviour of pupils is good

- Students arrive well prepared for their lessons. Most are punctual, smart, bring the right equipment and follow instructions from teachers. Most show pride in their work, as seen in the neat presentation in their books.
- Most students display positive attitudes to learning. They settle quickly and work hard. They are keen to learn and are enthusiastic and engaged, particularly when they are given a stimulating range of resources and activities which are designed to challenge and support them to learn well. These traits are not always fostered consistently well in all lessons.
- Students behave well in lessons and around the academy. They are considerate, sensible and welcoming, because the academy has high expectations of them and because they are well prepared through the effective spiritual, moral, social and cultural programme. Positive relationships between students and between adults and students promote a secure atmosphere and sense of community within the academy.
- The care provided for students is strong, and parents report high levels of satisfaction with the support given to more vulnerable children so that they can succeed and enjoy their time at the academy. A high proportion of parents say that behaviour is managed well.
- The academy has effective systems in place to manage behaviour. Consequently, exclusions have reduced and are now below average.
- The behaviour of the very few students in part-time alternative provision is good.

### Safety

- The school's work to keep pupils safe and secure is good
- Students say they feel safe, and in surveys parents also say their children feel safe.
- The academy teaches students effectively so that they know how to keep themselves safe in all circumstances. They are fully aware of different types of bullying, the risks relating to e-safety and how to make the right decisions in relation to their health, for example.
- Bullying is rare and is dealt with quickly and effectively by the academy.
- Attendance remains above average and is improving. A very small proportion of students are late to lessons.
- Robust arrangements are in place to ensure that the few students using alternative provision are safe.

### The quality of teaching is good

- The impact of teaching on learning and achievement over time is good in most subjects, and in some it is outstanding. However, teaching in the sixth form requires improvement because it does not lead to high enough attainment.
- There are high expectations of students, although expectations are not high enough in some sixth form teaching. Teachers work hard to promote the academy's drive towards outstanding achievement for all. They create a positive atmosphere for learning based on good relationships and, as a result, students try hard to do their best.
- Students learn well because teachers' knowledge of, and passion for, their subjects are strong.
- Planning is good because the high-quality information about students' learning and capabilities is used well as a foundation. For example, Year 11 geography students preparing for an examination were given a range of tasks and expected to use different approaches suited to their abilities to revise the topic of mountains. They successfully demonstrated a wide range of study skills as they worked independently and together. However, assessment information to plan learning in the sixth form and also for some disadvantaged students in the main school in mathematics is sometimes not used well enough.
- Methods that challenge students to think analytically, justify their answers, solve problems and make decisions motivate students well, leading to excellent learning and progress, especially when they are given the opportunity to work together to share and develop their ideas.
- There is a wide range of resources that stimulate interest and promote good learning so students are given opportunities to learn well, whatever their ability. For example, Year 9 students in history used information to gain a secure understanding of the difference between the suffragette and suffragist movements before and during the First World War, and showed a good appreciation of why women wanted the vote. They demonstrate strong reading skills in finding information from a range of texts, and practise numeracy skills through data analysis and recording, using a range of methods such as tables and charts.
- Most marking comprises feedback given in a way that helps students to do better, and students speak highly of recently-introduced methods which enable them to see what they have done well, how to do

better and to communicate with their teachers about improving their work.

- Students' understanding is monitored well and skilful questioning encourages students to explain their thinking and deepen their understanding, both in lessons and in feedback in books.
- Not all teaching fosters students' thirst for knowledge and love of learning effectively.
- Teaching assistants apply their skills well in helping students to make more progress, especially those with special educational needs.

### The achievement of pupils

is good

- Students enter the academy with broadly average attainment. By the age of 16, their overall attainment is consistently well above national figures, and in several subjects it is high. This demonstrates good, and in some subjects, outstanding progress from their individual starting points.
- The proportions of students attaining an A\*-C grade in mathematics and English is well above national figures, as are the proportions making good or better progress from their starting points.
- The work of current students across all year groups, including the sixth form, is improving across most subjects and they are generally reaching higher standards in their work.
- All groups of students are achieving well compared with similar groups nationally.
- Disadvantaged students often enter with lower attainment than other students, but they are making accelerated progress in English, and as a result, the gaps between their performance and the performance of non-disadvantaged students are closing. In mathematics, the gaps are closing more slowly. In GCSE English in 2014, disadvantaged students attained just under a quarter of a grade higher than non-disadvantaged students nationally and half a grade lower than other students in the academy, which was an improvement on 2013. In mathematics, they attained just over a grade lower than others, both nationally and within the academy.
- Almost all of the most able students attain five or more good GCSE grades including mathematics and English, and they make better progress than similar students nationally in mathematics and English. Over two thirds of them attained at least three A\* or A grades in 2014.
- Over time, disabled students and those with special educational needs make good progress from their starting points. They benefit from good quality support which helps them to achieve well.
- Students with severe or profound multiple learning difficulties within the resourced provision successfully attain qualifications which allow them to progress to further education. They make good progress from their starting points because specialist provision supports them well and ensures that their needs are met. Parents speak very highly of this provision.
- Students who are behind their peers when they enter the school are well supported by Year 7 catch up funding, and they make good progress in mathematics and English. Levels of literacy and numeracy are good, and the academy has plans in place to increase these further.
- Early entry to mathematics and English GCSE examinations is used very well by the school and to the advantage of students because it enables more of them to study English literature GCSE and extend their study of mathematics.
- The very few students who attend part-time alternative provision at Stockport College achieve well.

### The sixth form provision

requires improvement

- Leaders and managers in the sixth form are driving forward plans that are beginning to address the weaknesses in achievement identified in the 2014 results, which are the first from this newly-formed sixth form. Attainment was above average in English language, English literature, biology, psychology, sociology, physics, media studies and government and politics, where the quality of teaching is stronger. However, attainment in a number of subjects was not as good as it should have been. Regular meetings are held with subject leaders to explore how well they are improving teaching.
- Information about students' learning and progress is sometimes not used quickly or effectively enough to fill in gaps in knowledge and understanding, so some students do not make the progress required to secure good attainment.
- Expectations of what students can achieve are on occasion not high enough to bring about the progress needed. Feedback to students does not always result in an improvement because students are not made to respond to it.
- Students' attitudes to learning in lessons are generally good, but many are not taking the time to read

around their subjects to gain a better context for their learning, which would broaden and deepen their knowledge and understanding. This is because they are not expected to do so.

- A clear, structured programme to develop students' independent learning skills is built into their weekly personal development time. Those students who are falling behind receive weekly one-to-one time with a progress tutor. This is already having a positive impact on their levels of engagement.
- Attendance and behaviour in the sixth form are good. Sixth form students are good role models for younger students.
- The curriculum offers a wide choice of subjects as well as an exciting range of opportunities such as sports clubs, film and photography clubs, opportunities to take part in debates, contribute to the sixth form magazine, visit theatres and take part in the Duke of Edinburgh Award scheme.

## What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	137923
<b>Local authority</b>	Stockport
<b>Inspection number</b>	447778

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Secondary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	975
<b>Of which, number on roll in sixth form</b>	86
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Keith Harrington
<b>Headteacher</b>	Mark Sibson
<b>Date of previous school inspection</b>	20 February 2013
<b>Telephone number</b>	0161 456 4888
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