

Inspection of Hazel Grove High School

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

Inspection dates: 18 and 19 January 2022

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Outstanding

Leadership and management

Outstanding

Sixth-form provision

Outstanding

Previous inspection grade

Requires improvement

What is it like to attend this school?

Pupils and students in the sixth form are benefitting from rapid and successful improvements at Hazel Grove High School. Leaders and staff collaborate very well to set highly ambitious goals for pupils and students.

Pupils and students enjoy the wide range of subjects that they study. They receive the high-quality encouragement and support that they need to achieve increasingly well.

Pupils and students feel safe. They spoke highly of the many opportunities that they get to learn about staying safe. Pupils believe that staff care about them. They said that staff are approachable and highly supportive. They trust staff to help them if they need it.

Pupils and students are well guided about how to behave. They look after each other well. Pupils said that behaviour is much better than in the past. Bullying and other harmful behaviours are uncommon, but if they do occur, staff deal with such incidents effectively.

Students in the sixth form are supported extremely well to reach demanding goals. They have exemplary attitudes to their education and wider development.

Pupils and students benefit from an exceptional approach to personal development. They participate well in the 'electives programme'. They enjoy an extensive range of additional opportunities and competitions in their free time. Pupils get a rich understanding of the world through the many opportunities to explore faith, politics, society, the environment and other important themes.

What does the school do well and what does it need to do better?

Trust and school leaders have secured swift and sustainable improvement to the school. The weaknesses identified at the previous inspection have been dealt with effectively and convincingly. Leaders have taken impressive steps towards their ambitious vision for consistently high standards of education and behaviour. Their work to secure pupils' personal development is exceptional.

Trust and school leaders have transformed the culture of staff's development. Leaders have carefully used the expertise in the trust to raise staff's expectations and strengthen leadership throughout the school. Staff benefit from extensive opportunities to develop their specific knowledge and skills. They have used this support very well to make a real difference in how they deliver the curriculum. This has improved pupils' achievement, their attitudes to learning and their behaviour.

Pupils and students, including those who are disadvantaged and those with special educational needs and/or disabilities (SEND), benefit from an ambitious and wide-

ranging curriculum. Subject curriculums ensure equal opportunity for all pupils to learn a rich body of important subject knowledge.

Teachers have strong subject knowledge. They are quickly acquiring a deeper understanding of how to teach their subjects even more effectively. Often, teachers present subject matter clearly and provide pupils in Years 7 to 11 with suitably demanding work. They support most pupils well, including those who are disadvantaged and those with SEND. Consequently, many pupils are making much greater gains in their learning than they did in the past. However, teachers are not as secure in delivering the curriculum in a small number of subjects. In these subjects, some pupils cannot securely recall the knowledge that they have previously learned as well as they can elsewhere.

Students in the sixth form access an aspirational and carefully designed programme of study that meets their specific needs. Teachers are highly skilled in supporting students to quickly acquire complex knowledge. Consequently, students gain a deep and secure understanding of the subjects that they are studying. They are exceptionally well prepared for their next steps in education, employment or training.

Pupils are well supported to strengthen their reading skills. Pupils who are at the earliest stages of learning to read get well-matched support which helps them to improve their reading knowledge. Increasingly, all pupils' learning is enhanced by well-chosen opportunities to promote reading in their subjects.

Staff carefully identify the specific needs of pupils with SEND. They ensure that these pupils are supported effectively in their lessons. Specialist staff provide expert additional support for pupils who need it. Pupils who attend the specially resourced provision for pupils with SEND (specially resourced provision) are skilfully supported. These pupils are helped to overcome their specific challenges to learning. This means that they achieve well.

Leaders and staff have successfully embedded high expectations for pupils' behaviour. Staff make fair and consistent use of the new behaviour system. Pupils' behaviour has improved rapidly. Low-level disruption in lessons has reduced quickly. Most pupils demonstrate positive behaviour when moving around the school site.

Leaders ensure that a carefully structured range of opportunities provides pupils and students with an exceptional personal development programme. Pupils confidently talked about positive relationships, valuing differences and making good decisions.

Leaders have successfully re-established a wide, rich set of extra-curricular experiences. Many pupils, including those that are disadvantaged, are enjoying the extra opportunities to develop their talents and interests. Pupils told inspectors how these valuable additional experiences help them to develop new qualities. Pupils are very well prepared to make a positive contribution to their local community and the wider world. They are thoughtful, reflective and considerate citizens.

Staff prepare all pupils and students well for their future beyond school. Leaders provide well-planned opportunities for pupils to explore their future education and the world of work. They thoughtfully refine these opportunities to support pupils' specific needs.

Leaders consistently collaborate positively with staff. Staff feel that leaders truly value staff's consultation. Staff told inspectors that leaders are continually mindful and supportive of staff's workload and well-being. They are highly positive about what leaders do to support them.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff are knowledgeable about safeguarding. They are well informed about the specific risks that pupils and students may encounter in their lives. They educate pupils well about how to stay safe.

Leaders and staff are vigilant about the safety of pupils and students. They act promptly to identify and share concerns.

Leaders ensure that pupils get carefully matched support when they need it. They make highly effective use of additional support from expert safeguarding partners. Leaders carefully check on the effectiveness of support that pupils are getting. They thoughtfully refine support to ensure pupils get the care that they need.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, there is variability in how well some teachers deliver the important knowledge that pupils are intended to learn. In these subjects, some pupils cannot recall what they have previously learned as well as they can in other subjects. Leaders should ensure that teachers get the support that they need to deliver important knowledge contained in each curriculum consistently well.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	137923
Local authority	Stockport
Inspection number	10200797
Type of school	Secondary comprehensive
School category	Academy converter
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in sixth form provision	Mixed
Number of pupils on the school roll	1,445
Of which, number on roll in the sixth form	21
Appropriate authority	Board of trustees
Chair of trust	Tony Little
Headteacher	Martin Stewart
Website	www.hazelgrovehigh.co.uk
Date of previous inspection	23 and 24 January 2018, under section 5 of the Education Act 2005

Information about this school

- Hazel Grove High School is part of The Laurus Trust, a local multi-academy trust.
- The school has a specially resourced provision for pupils with SEND in Years 7 to 11. This provision provides education for up to 25 pupils with education, health and care plans. At the time of this inspection, the specially resourced provision was providing education for 16 pupils with specific and/or complex learning difficulties.
- Admission into the sixth form was temporarily paused from September 2021. The sixth form currently provides education for 21 pupils in Year 13. The school will commence new admission arrangements into the sixth form from September 2023.
- The school makes use of two registered alternative providers to provide full-time education for a small number of pupils.

- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors met with the headteacher and senior leaders. They met with representatives of the academy trust and local academy committee.
- Inspectors carried out deep dives in these subjects: English, mathematics, science, history and modern foreign languages. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors reviewed the school's records of safeguarding checks and referrals. They met with leaders who have overall responsibility for safeguarding. Inspectors spoke with staff and pupils about the school's work to keep pupils safe.
- Inspectors spoke with the leaders responsible for SEND and reading. They also looked at information about the support for pupils who have additional needs. They visited the specially resourced provision.
- Inspectors observed pupils' behaviour in class and around the school site. They also scrutinised behaviour and attendance records.
- Inspectors spoke with pupils from all year groups and considered the responses to Ofsted's online questionnaire for pupils.
- Inspectors held discussions with staff and considered the responses to Ofsted's questionnaire for staff.
- Inspectors took account of the responses to Ofsted Parent View, including the comments received by Ofsted's free-text facility.

Inspection team

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