

Hazel Grove High School

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

Unique reference number (URN): 137923

Inspection report: 28 April 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 ●

Inclusion

Strong standard ●

Inclusion sits at the heart of leaders' decision-making. Leaders maintain uncompromisingly high expectations for all pupils. Systems to identify additional needs and barriers to learning are used swiftly and accurately. Leaders use a range of proactive measures to begin addressing these needs as early as possible, including enhanced transition processes with feeder primary schools.

Leaders work closely with families and contribute meaningfully to local area partnership work. Pupils are fully included in all aspects of school life because staff carefully adjust activities and experiences to remove any obstacles to participation. Transitions, both into school and between key stages, are carefully planned. Leaders' strategies to support pupils with more complex needs are well developed and continually refined. Leaders and staff work effectively with the local authority and other external partners to provide excellent support for children in care. The specially resourced provision for pupils with special educational needs and/or disabilities (SEND) helps these pupils to feel secure, build confidence and make sound academic and social progress.

Staff benefit from a structured professional learning programme that equips them to meet pupils' needs with skill and confidence. This expertise further supports disadvantaged pupils and those with SEND to succeed alongside their peers.

Leaders demonstrate a sophisticated understanding of the complex and often overlapping barriers faced by disadvantaged pupils. Leaders' strategic oversight ensures that they get the right kind of help to successfully reduce these barriers, enhancing their learning and wellbeing. This helps disadvantaged pupils to build their confidence and improve their progress.

A small number of pupils attend alternative provision. These placements are made carefully and in the best interests of each individual, with the aim of enabling them to thrive.

Leadership and governance

Strong standard ●

Leaders, trustees and governors share a clear, ambitious vision for the school. They have maintained the highest expectations for pupils' academic and personal development. Leaders make decisions in the best interests of pupils, particularly to help pupils to overcome any barriers to their success.

Trustees and governors have a secure and detailed understanding of the school. They oversee statutory duties such as safeguarding and provide a balance of support and challenge in driving forward leaders' vision for continued improvement. Leaders, trustees, governors and staff have together secured rapid improvements across many aspects of the school, including inclusion, behaviour and the post-16 provision.

Staff morale is high. Staff feel well supported and valued. They recognise that leaders are considerate of their wellbeing and workload. This culture of care and mutual respect among staff, leaders and the trust is a notable strength of the school.

Staff benefit from the trust's high-quality professional learning programmes. These serve to build staff expertise and secure continuous improvement. Staff training is prioritised and informed by research. Staff at all levels value the support and development opportunities they receive. Teachers in the early stages of their career particularly appreciate the chance to develop their subject knowledge. They appreciate learning alongside experienced colleagues from this school and others in the trust.

Leaders and governors engage constructively with parents and carers. They have taken positive steps to strengthen relationships with them. Overall, parents are positive about the support the school provides for their children.

Personal development and wellbeing

Strong standard ●

Leaders have created a highly effective personal development programme. It prepares pupils thoroughly for life beyond school. Pupils develop secure understanding of the curriculum for personal, social, health and economic education. For example, they know that certain characteristics, such as race and gender, are protected in law. They build detailed knowledge of fundamental British values, such as democracy and tolerance. Pupils explore cultural and moral issues by engaging with external speakers, including from faith communities. They have an age-appropriate understanding of relationships and a keen grasp of what constitutes a healthy lifestyle. Pupils know how to keep themselves safe both online and offline. Pupils have opportunities to engage with complex current issues, such as vaping and assisted dying. Pupils who need it receive timely pastoral support. They have access to trusted staff with whom they can share any concerns.

There is an exciting range of clubs that nurture pupils' talents and interests, such as technology enterprise, chess, eco club and a range of competitive sports. Trips to places of interest, such as art galleries, further develop pupils' cultural appreciation. Leaders are proactive in removing any barriers to pupils' participation, enabling all to be fully included. Leaders listen to pupils' views on what the school offers. For example, the purchase of dartboards for darts club came directly from pupils' suggestions.

The school's careers programme is highly effective. It equips pupils to make informed choices about their futures. Pupils benefit from careers fairs, employer talks, visits to local colleges and universities and help with applications. Work experience placements help older pupils to raise their aspirations and develop the skills and confidence needed for their next steps. Almost all pupils move on to appropriate destinations in education, employment or training.

Post 16 provision

Strong standard ●

Students follow an ambitious and broad academic curriculum. Subject curriculums are thoughtfully structured and delivered consistently well. Teachers draw on deep subject knowledge to enhance students' understanding. Teachers use checks on learning effectively to identify pupils' prior knowledge and inform their teaching. Staff support students with special educational needs and/or disabilities (SEND) to access the curriculum fully and achieve highly. Students, including disadvantaged students, use their well-developed knowledge to produce high-quality work.

Students embrace leadership opportunities with a genuine sense of responsibility. The student cabinet has made a tangible difference to school life, for example by securing improvements such as cushioned seating in the terraced area.

All students, including those with SEND, benefit from high-quality careers advice and guidance. This includes tailored support with university applications and meaningful work experience. This enables students to move on to appropriate high-quality destinations.

Students engage with topics that develop their awareness of risks, including peer pressure and the dangers of gambling. Students' horizons are broadened further by the opportunity to take part in enrichment activities, such as learning a foreign language, debating and taking part in visits abroad. The 'apertura' programme is a particular highlight that encourages students to engage critically with a range of perspectives. This helps students to develop into informed and articulate citizens for the 21st century.

Expected standard

Achievement

Expected standard 

Pupils achieve well across key stages 3 and 4. Overall, published examination results at the end of key stage 4 are broadly in line with national averages. Disadvantaged pupils typically achieve outcomes close to national averages in many subjects. Pupils with special educational needs and/or disabilities (SEND) achieve well. Most pupils leave Year 11 with the qualifications they need to progress confidently on to further education, employment or training.

On the whole, across the curriculum, pupils build their knowledge effectively over time. This includes disadvantaged pupils and those with SEND. Staff maintain a strong focus on developing pupils' essential skills. This is helping pupils to make gains in their reading and mathematical knowledge.

Post-16 students achieve highly. In 2025, attainment in national examinations at the end of Year 13 was above average. Students recall prior knowledge well and apply their learning with confidence across a range of curriculum subjects.

Attendance and behaviour

Expected standard 

Leaders have developed an inclusive environment in which pupils develop a genuine sense of belonging. Leaders check pupils' attendance carefully. They work closely with pupils and their families to provide support if attendance is a concern. A combination of rewards and supportive strategies, including dedicated mental health support, helps pupils to improve their attendance. Overall, pupils attend well. Leaders have a comprehensive strategy to further encourage the attendance of disadvantaged pupils. While this is improving, it remains slightly below the national average and continues to be a focus.

Leaders have established clear and well-considered systems for encouraging positive behaviour. Leaders' close monitoring of behaviour information and a sharp focus on routines

have led to a significant reduction in suspensions for serious misbehaviour. Staff build trusting and respectful relationships with pupils. Pupils generally follow the school's high expectations. This contributes to a typically calm atmosphere. Pupils' movement between lessons is usually orderly, and they are punctual to lessons. In the main, pupils listen carefully in classes. They enjoy socialising together at breaktimes. Instances of derogatory language are rare and addressed promptly. Pupils are rightly confident that bullying is taken seriously.

Behaviour in the sixth form is impeccable. Students engage purposefully with their learning and cooperate with each other extremely well. Attendance is high.

Curriculum and teaching

Expected standard 

Leaders have a clear and ambitious vision for the curriculum. It is broad and appropriately organised. This enables pupils to build their knowledge over time. Leaders have an accurate understanding of the quality of teaching across the school and are clear about where further development is needed.

Teachers demonstrate secure subject knowledge. They present information clearly and give helpful explanations. Teaching activities are generally well selected to meet pupils' needs. Typically, teachers' actions ensure that pupils, including those with special educational needs and/or disabilities, can access the curriculum. This helps pupils to secure their knowledge.

Teachers generally use checks on pupils' learning effectively to identify and address misconceptions and to adapt future learning appropriately. Typically, this enables pupils to progress smoothly through the curriculum. However, in a small number of subjects, there is some inconsistency in how effectively teachers check pupils' previous knowledge. As a result, errors or gaps in pupils' knowledge sometimes persist.

Leaders emphasise developing pupils' essential building blocks in English and mathematics. A structured and comprehensive programme of intervention and support is in place, delivered by trained staff. This is already having an impact, particularly on developing pupils' reading skills. Leaders are rightly focused on building pupils' communication, vocabulary and handwriting.

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

Hazel Grove is a friendly and welcoming school. Many pupils are confident and articulate. Pupils enjoy learning, feel well supported and attend regularly.

Pupils rightly say that bullying is rare. They know how to report concerns, and they trust that any issues will be addressed effectively. Derogatory language is seldom heard, and when it does occur, it is dealt with promptly and appropriately. Pupils develop trusting and respectful relationships with staff.

In general, pupils' behaviour is calm and orderly. Pupils describe a school where they feel safe and make lasting friendships. This includes pupils who did not know any others when they joined the school. Pupils generally display positive attitudes to learning in class. During social times, pupils manage their own behaviour well. They chat comfortably in the dining hall and play sports sensibly outside. Most pupils follow the school's clear routines closely. Sixth-form students set a highly positive example for younger pupils, demonstrating self-discipline and maturity.

Pupils achieve well overall in national examinations. Those who face barriers to learning benefit from well-designed support to access the curriculum. They progress well relative to their starting points.

Pupils thrive in ways that extend beyond the classroom. They embrace opportunities to develop leadership skills through roles such as sports captain, house captain and student councillor. Pupils take full advantage of a wide array of activities, including the Duke of Edinburgh's Award, bowling, museum visits and overseas trips. Pupils are enthusiastic about a varied programme of clubs, such as film, drama and science. They develop confidence and new talents by taking part in a range of sports, including lacrosse, athletics and netball. Pupils leave Hazel Grove well prepared for their next steps in education, employment or training.

Next steps

- Leaders should ensure that the curriculum is taught consistently well across all subjects, particularly with regard to the effectiveness of teachers' checks on learning, so that pupils' achievement improves further.
- Leaders should continue their work to increase the attendance of disadvantaged pupils.

About this inspection

This school is part of the Laurus 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), Linda Magrath, and overseen by a board of trustees, chaired by Tony Little.

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 head of school, executive headteacher, other trust and school leaders and staff during the inspection. The lead inspector spoke with the CEO, trustees, including the vice chair of the trust board, and with the chair of the local academy committee. He also spoke with a representative of the local authority.

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 4 registered and 2 unregistered alternative providers.

The school has undergone significant changes since the last inspection. The head of school was appointed in January 2026, as were 2 other senior leaders. The sixth form closed temporarily in the summer of 2022 for building works. It reopened in September 2023.

Head of school: Emma Moroney

Lead inspector:

Ahmed Marikar, His Majesty's Inspector

Team inspectors:

Stephen Ruddy, Ofsted Inspector

Chris Fletcher, Ofsted Inspector

Scott Maclean, Ofsted Inspector

Michael Wright, Ofsted Inspector

Niamh Howlett, 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 28 April 2026

School and pupil context

Total pupils

1,435

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

1,384

Above 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)

16.79%

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

3.62%

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

20.42%

Well above average

What does this mean?

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

National average: 13.4%

Location deprivation

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)

Resourced provision

What does this mean?

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

Type of specialist provision (if applicable)

SpLD - Specific Learning Difficulty, VI - Visual Impairment, HI - Hearing Impairment, SLCN - Speech, language and Communication, ASD - Autistic Spectrum Disorder, SEMH - Social, Emotional and Mental Health, PD - Physical Disability, MLD - Moderate Learning Difficulty, SLD - Severe Learning Difficulty, PMLD - Profound and Multiple Learning Difficulty

What does this mean?

The type of Special Educational Needs provision provided at the school (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)	47.3%	45.4%	Close to average
2023/24 (final)	47.9%	45.9%	Close to average

Year	This school	National average	Compared with national average
2022/23 (final)	44.0%	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)	48.6	46.1	Close to average
2023/24 (final)	48.2	45.9	Close to average
2022/23 (final)	48.6	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)	0.19	-0.03	Close to average
2022/23 (final)	0.22	-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)	19.6%	25.8%	Close to average
2023/24 (final)	29.5%	25.8%	Close to average
2022/23 (final)	25.0%	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)	31.2	34.9	Close to average
2023/24 (final)	34.4	34.6	Close to average
2022/23 (final)	37.9	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)	-0.48	-0.57	Close to average
2022/23 (final)	-0.24	-0.57	Above

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)	19.6%	53.1%	-33.5 pp
2023/24 (final)	29.5%	53.1%	-23.6 pp
2022/23 (final)	25.0%	52.4%	-27.4 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)	31.2	50.4	-19.2
2023/24 (final)	34.4	50.0	-15.6
2022/23 (final)	37.9	50.3	-12.4

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)	-0.48	0.16	-0.64
2022/23 (final)	-0.24	0.17	-0.41

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)	95%	92%	Above
2022 leavers (revised)	95%	93%	Average
2021 leavers (revised)	95%	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)	43.33	35.00	Above

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

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)	8.9%	8.4%	Close to average
2023/24 (3 term)	8.7%	8.9%	Close to average
2022/23 (3 term)	8.4%	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)	20.7%	23.4%	Close to average
2023/24 (3 term)	20.6%	25.6%	Below
2022/23 (3 term)	22.5%	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
W: www.gov.uk/ofsted
© Crown copyright 2026



© Crown copyright