

# Cheadle Hulme High School

Woods Lane, Cheadle Hulme, Cheadle, Cheshire, SK8 7JY

## Inspection dates

10–11 December 2014

Overall effectiveness	Previous inspection:	Not previously inspected as an academy	
	This inspection:	<b>Outstanding</b>	<b>1</b>
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1
Sixth form provision		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- Cheadle Hulme High School provides an excellent and rounded education for all of its students, regardless of their individual backgrounds, preparing them well for their future careers.
- In Key Stages 3 and 4, students make outstanding progress in each year group. They leave Year 11 with standards in GCSE examinations that are well above those found nationally.
- A higher proportion of most able students achieve GCSE grades A\* and A than found nationally.
- All groups of students, including those with an identified special educational need and those from a disadvantaged background make the same outstanding progress as their peers. Despite a narrowing of the gap between the performance of disadvantaged students and their peers in school, a few disadvantaged students do not attain as well as they could.
- The sixth form is outstanding. Despite the sixth form being a relatively new addition to the school, students who attend make excellent progress, are well led, happy, ambitious and highly confident young adults.
- Students' attitudes to learning, to their school, to each other and to the staff are highly positive. They enjoy going to school, are extremely smart, punctual and prepared for work. Attendance is high and exclusions are now much reduced. Students feel secure and are safe in school.
- Students' behaviour is faultless throughout all year groups. They are courteous and respectful to all staff and mutual respect abounds.
- Procedures to monitor both the quality of learning and teaching, as well as the progress of individuals, are exacting and exemplary.
- Teachers know their subjects and students extremely well. Students feed off their teachers' expertise, making secure gains in their knowledge and understanding of any topics being discussed.
- Marking is regular and helps students to make the impressive learning gains that result in high standards. However, a few teachers have not fully adopted the school's new marking policy.
- Leaders at every level share a passion for students to succeed and for the school to be a beacon of excellence within the community. They have very high aspirations and expect the highest standards from everyone.
- Staff at the school are extremely well led. Both staff and parents share a belief that school leaders do the very best for students.
- Governors and senior leaders have an accurate view of the progress students make. They detect patterns of progress between different groups of students but also know each individual extremely well.
- The school's own view of performance, future needs and areas for development are sharp and focused. Planning is exemplary and the monitoring of the success of all the school's work is honest and precise.

## Information about this inspection

- The inspection team visited 45 lessons, one of which was observed jointly with a senior leader from the school.
- Inspectors scrutinised the school’s work, looking at a range of supporting documents and records, including those that relate to safeguarding and child protection, the leaders’ views of the school’s performance in Key Stages 3 and 4 as well as the separate view of performance of the sixth form. In addition, they considered documents on the monitoring of progress in lessons, on the quality of teaching, and also minutes of governing body meetings.
- Formal discussions were held with the headteacher, three deputy headteachers, the Chair of the Governing Body, middle leaders, six groups of students and a representative of the local authority. Additionally, informal discussions were held with students in corridors, in the yard at break time and also in lessons.
- Inspectors observed behaviour in lessons and around the school at various times throughout the inspection and considered the opinions of staff and parents in relation to behaviour in general.
- Formal scrutiny of students’ work was carried in a range of subjects as well as during lesson observations. An additional work scrutiny was also carried out to assess the performance of disadvantaged students in comparison to the progress of others.
- Inspectors analysed the 135 responses to the staff questionnaire, the 184 responses to the online questionnaire (Parent View) and two emails that were sent to the inspection team by parents.

## Inspection team

Colin Scott, Lead inspector	Additional Inspector
Fiona Burke-Jackson	Additional Inspector
John Ellwood	Additional Inspector
Kathleen Harris	Additional Inspector
Mary Lanovy-Taylor	Additional Inspector
Martin Pye	Additional Inspector
Jonathan Smart	Additional Inspector

## Full report

### Information about this school

- Cheadle Hulme High School converted to become an academy school in February 2012. When its predecessor school, Cheadle Hulme High School, was last inspected by Ofsted, it was judged to be outstanding.
- The school is a much larger than average 11-18 mixed secondary school. The highest proportion of students come from White British backgrounds. A small proportion of students speak English as an additional language. A well below average proportion are from minority ethnic heritages.
- The proportion of disadvantaged students eligible for extra support through pupil premium funding is low. The pupil premium supports those students who are known to be eligible for free school meals and those looked after by the local authority.
- The proportion of disabled students or those with a statement of special educational needs is below average.
- The school no longer enters students early for GCSE examinations in English and mathematics.
- The school continues to receive extra support and challenge from the local authority and makes use of a local authority School Improvement Partner.
- Cheadle Hulme High School is a Teaching School and works in partnership with three other Teaching Schools to support the professional development of teachers and the training of new teachers.
- The headteacher is a National Leader of Education (NLE) and the Chair of the Governing Body is a National Leader of Governance (NLG). The leadership team also includes seven Specialist Leaders of Education (SLE) and there are a further seven SLE staff members across the school.
- The school makes use of Pendlebury Referral Unit, which supports the education of unwell students.
- The school 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.

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

- Ensure that all teachers follow the school's agreed marking policy fully so that all students are clear about what they need to do to reach the highest possible standards.
- Further close the small gap that now exists between the progress made and standards attained by disadvantaged students and their peers in school.

## Inspection judgements

### The leadership and management are outstanding

- The headteacher, senior leaders, middle leaders and governing body work with passion and a shared vision and determination for all students at the school to excel at all levels. There is an established and embedded ethos throughout the school of high expectations and aspirations for all.
- The headteacher is relentless in her drive for even higher standards and continuously challenges both staff and students to do their very best.
- Parents and staff are overwhelmingly positive about school leaders. Staff remarked, 'Not only are the children looked after, so are we.'
- Monitoring of the small number of students who attend alternative provision is robust and the progress they make is good. Students who have special educational needs also make progress that matches that of their peers in school.
- The school's own view of its own performance is extremely accurate. It is detailed, linked very closely to development plans and there are clearly defined targets with dates in order to secure further progress.
- Leaders and teachers record the progress of students exceptionally well through the school's dedicated data room. Leaders track students' progress in detail with informed passion and commitment. There is a climate of challenge and ambition for all.
- Despite high student attainment in GCSE examinations, leaders believe they could be higher and aspire to even greater results for students.
- Although the sixth form has only been established for one year, the progress students make is outstanding as seen by AS level results and due to good curriculum design, outstanding teaching, high retention rates into Year 13 and strong leadership.
- The school's designation as a Teaching School supports the development of new teachers, staff new to teaching and those who are established practitioners well. Leaders are acutely aware of the strengths of their own teachers at the school and ensure the very best performance by them.
- The quality of teaching is outstanding across all year groups within the school and supported by teachers who know their subjects extremely well and are able to impart their knowledge to students with passion and rigour.
- The percentage of fixed-term exclusions is smaller than typically found. The percentage of permanent exclusions has reduced markedly and is now below that found nationally.
- Support for literacy across the school is very strong and is promoted by teachers in all subject areas, ensuring that all students have equality of opportunity to access the full curriculum.
- Middle leaders are ambitious for success in their subject areas. They know their staff and students very well. Sometimes, when performance is not as high as they believe it should be, they are quick to identify both need and opportunities to raise standards.
- The curriculum during the school day and opportunities offered outside of school hours are wide, varied and support the breadth of learning for students well. Students' spiritual, moral, social and cultural development is promoted strongly. As a result, students' understanding of British values such as democracy, respect for others and the rule of law is impressive.
- Students are ably supported to develop their ideas for their futures beyond their time in school. Course and careers guidance are both strong and regular individual discussions are held to ensure that students have clarity and high levels of information in order to determine what it is they need to do and what they are capable of doing.
- Teachers are only able to progress through the pay scales if they reach their given targets in relation to the achievement of their students. Leaders and governors ensure that only those ready to progress do so.
- Leaders continue to receive support and challenge through their local authority school improvement partner. They value this external viewpoint and respond well to any advice given.
- There are no gaps in the progress of different groups of learners. Male and female students do equally well, as do those with a special educational need. However, despite narrowing the gap in the attainment between disadvantaged learners and their non-disadvantaged peers in school so that it is smaller than that found nationally, a very small gap still remains. School leaders are acutely aware of this small gap and are relentless in their drive to reduce this gap to zero as quickly as possible, so that disadvantaged students do just as well as non-disadvantaged students in the school and nationally.
- School policies are robust, updated regularly as required and ensure that all staff, students and parents are clear about their roles and responsibilities. For example, parents have to agree to a clear set of principles and expectations when their children join the school. These set out what they can expect from

the school and what the school expects from them in order for their children to flourish.

#### ■ The governance of the school:

- The governing body, led by a Chair who is also a National Leader of Governance, is clear in its ambition for the school and its students.
- Governors monitor the quality of teaching and performance management well, ensuring that teachers progress through the pay scale appropriately.
- Pupil premium funding is monitored clearly by governors, ensuring that senior and middle leaders are rightly held to account for the impact of this spending on the achievement of disadvantaged students.
- Governors are passionate about their school. They set high targets and regularly assess the progress of students and the successes of the school. They can read data well and are able to use this, alongside external support, to offer further challenge to leaders.
- The governing body ensures that safeguarding requirements are met.

### The behaviour and safety of pupils are outstanding

#### Behaviour

- The behaviour of pupils is outstanding.
- The overwhelming majority of parents who responded to the online survey (Parent View) believe that students' behaviour is managed well by the school.
- There was a very large response to the staff questionnaire and all staff were most positive about the behaviour of students and about the support from school leaders.
- Students' understanding of different cultures, faiths and backgrounds is robust and the empathy they show for others is exemplary.
- Behaviour is outstanding and attitudes to learning are high across all year groups. Students want to do their best at all times and are punctual to lessons, equipped for work and keen to do well. Low-level disruption in lessons is extremely rare. Students say that behaviour in lessons is always very good.
- Students are extremely courteous to and respectful of others. They appear happy and content in all parts of the school and are also confident young people who do not shy away from seeking more support if they feel they need it.
- The vast majority of students demonstrate high regard for their own work, taking pride in their books and responding well to the extra challenge given to them by their teachers.

#### Safety

- The school's work to keep pupils safe and secure is outstanding.
- Child protection procedures and other areas of safeguarding are clear, unambiguous and provide robust systems to maintain high levels of safety.
- Procedures to check the credentials of staff are meticulously applied and exceptionally well maintained.
- Students are keenly aware of how to keep safe both in practical lessons in school and also whilst using online technologies.
- Bullying is rare and students say that should it ever occur they know staff will deal with it swiftly and robustly. Students have a thorough understanding of all types of bullying. Logs that record any incidents of bullying are secure and maintained to a high standard, clearly evidencing what has happened and what has been done to correct it. It also allows leaders to determine whether any patterns of bullying are becoming apparent so that they can be dealt with quickly.
- Despite the already high attendance rates at the school, leaders are determined to ensure that rates of absence are reduced further and are quick to check on the reasons for any absence by students. The latest available attendance rates for the school show that it now stands at 96.8%, which is much higher than the national average and also far higher than schools similar to Cheadle Hulme High School.

### The quality of teaching is outstanding

- Teaching over time is resulting in high levels of progress in all Key Stages and subjects in the school and for all groups of learners. It is supporting standards in GCSE and AS examinations which are much higher than those found nationally.
- Teachers know their subjects extremely well and are secure in their knowledge of the needs of each of their students to ensure that the levels of challenge are appropriate for all individuals and groups to

enable the highest possible rates of progress. Students who are academically more able are equally stretched to reach the highest possible standards in their examinations.

- The school has adopted a new marking and assessment policy which has been embedded by most staff to further support and challenge students to their very best. Overall, teachers use this very well to offer further support and challenge for students. However, the school's agreed approach to marking has not yet been adopted fully, and the progress of some students is less rapid.
- Teachers encourage students to seek further help and support should they find some work challenging. Students respond well to this established ethos and are not afraid to ask for clarity and direction if they are not clear about something. This ensures that students are able to access their learning at all times.
- Students are immersed in their learning when in lessons. For example, in one German class observed, the students and teacher spoke constantly throughout the lesson in the target language with no English being used to explain. Students responded well to this challenge, made outstanding progress as a result, and they were able to deepen their understanding of German diction and pronunciation further.
- Students who have a special educational need are supported extremely well by teachers and support staff and this ensures that they make equal progress to that of their peers in school.
- The teaching of literacy, reading and mathematics is a strong thread across all subject areas within the school. No opportunity is missed to develop these skills by teachers, regardless of subject area. For example, in technology students' numeracy skills are supported very well and in context due to the use of vectors in computer-aided manufacture activities.

### The achievement of pupils

is outstanding

- In 2013, the standards reached by students was high with 77% attaining five or more good passes in GCSE examinations, including English and mathematics. Despite a national fall in such results, the school maintained the pass rate of 77% in 2014.
- Current data and inspection evidence indicate that progress in all key stages remains high. Intervention programmes are used effectively and in a timely manner to accelerate progress levels when tracking indicates a slowing in any progress by any student.
- The rates of progress made by students in English and mathematics from the time they enter the school in Year 7 and their GCSE examinations in Year 11 are very high, compared to those seen nationally. For example, in the latest results 81% of students made expected progress compared to 70% nationally and 41% made more-than-expected progress compared to 32% nationally in English. In mathematics, the rates of progress were even higher with 80% making expected progress compared to 65% nationally, and 43% making more-than-expected progress compared to 29% nationally.
- In 2013, the gaps in the standards reached by disadvantaged students compared to their peers in school narrowed further to just under a grade in GCSE and were close to the levels attained by non-disadvantaged students nationally. Initial results in 2014 indicate that this gap has widened but this was due to the small numbers of disadvantaged students and as a result the comparison to national figures is statistically invalid.
- AS level results are higher than seen nationally and current progress for those students who continue into Year 13 is high.
- A large proportion of the most able students reach the highest possible A\* and A grades in their GCSE examinations and across many subjects in the school, including English and mathematics. The proportion attaining these grades is higher than that found nationally. For example, in 2013 over twice the national percentage of students attained A\* or A in English.

### The sixth form provision

is outstanding

- Despite being just over a year old, the sixth form provision is further enhancing the standards students reach.
- Students enter the sixth form with well above average prior attainment and both inspection evidence and school tracking demonstrate that students' progress continues to be outstanding due to the strong quality of teaching and challenge they receive.
- Leadership of the sixth form is outstanding. Leaders have a separate self-review for the sixth form to that of the main school, but one that is linked closely to the aspirations and expectations of the school as a whole. This review process is helping the sixth form to have clarity and purpose as it grows over time.
- There are only a few students in the sixth form from a disadvantaged background. Any differences or gaps

in achievement between these few and their peers is negligible.

- Some sixth form students are used as role-models to younger students and are also used to offer support in numeracy and literacy, for example through the school's 'Fit For Figures' mathematics programme and the 'Fit For Reading' literacy programme.
- Attendance to the sixth form is 97%, demonstrating just how much the students value their learning.
- Students in the sixth form feel safe and well cared for and this builds upon the school's four cornerstones of success which are academic aspiration, culture and creativity, competition and physical endeavour, and leadership and services. Sixth form students feel it is this that sets this school apart from others. As students remark, 'We feel like a family here.'

## 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>	137843
<b>Local authority</b>	Stockport
<b>Inspection number</b>	447784

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>	1,493
<b>Of which, number on roll in sixth form</b>	127
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Charles Nevin
<b>Headteacher</b>	Linda Magrath
<b>Date of previous school inspection</b>	Not previously inspected as an academy
<b>Telephone number</b>	0161 485 7201
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