

Inspection of Hawkley Hall High School

Carr Lane, Hawkley Hall, Wigan, Lancashire WN3 5NY

Inspection dates:	19 and 20 November 2024
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Previous inspection grade	Good

The headteacher of this school is Emma Gregory. This school is part of Rowan Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Phil Rimmer, and overseen by a board of trustees, chaired by Andy Wilson.

What is it like to attend this school?

Pupils are polite and considerate. Most pupils are proud to act out the school's values of respect, honesty and kindness. They make a positive contribution to the calm atmosphere that exists at the school. Typically, pupils respond well to the high expectations that the school has of their achievement. Pupils are happy.

Pupils with special educational needs and/or disabilities (SEND) are fully included in the life of the school. Staff provide these pupils with the care and support that they need so that they are well prepared for adulthood.

The school provides pupils with access to an impressive range of activities and experiences. These make a strong contribution to the development of their talents and interests. For example, pupils take part in sports, arts and sign language clubs. In addition, pupils benefit from the school's careers fair and visits to colleges and universities.

The school ensures that pupils access opportunities that deepen their understanding of the subjects that they study. These include cultural visits to the theatre, international trips and masterclasses in mathematics and economics. Pupils enjoy taking part in outdoor and adventurous activities during residential stays. These help pupils to become confident, independent and resilient young people.

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

Trustees, governors and the school have created a culture where everyone is valued and included. They use the information that they have about the school diligently to assure themselves about the quality of education that pupils receive. Leaders at all levels make decisions that are in the best interests of pupils. Trustees carry out their statutory duties effectively.

The school provides pupils with a well-designed, broad and balanced curriculum. It has thought deeply about the important knowledge that pupils should acquire. Staff appreciate the time that they have been given to work together to ensure that the curriculum is sufficiently ambitious for all pupils. This supports their workload and well-being. Most pupils are well prepared for each stage in their education and they achieve well. In Years 10 and 11, leaders have increased the number of pupils that follow the English Baccalaureate suite of subjects.

Staff use their strong subject knowledge to design activities that help most pupils to develop their knowledge and skills securely over time. On occasion, the detailed information that the school holds about the needs of some pupils is not used sufficiently well by some staff. When this happens, some pupils do not receive the help that they need to achieve as well as they could.

Most staff make regular checks on what pupils know and remember. However, at times, staff do not promptly address the gaps and misconceptions that some pupils have about

their learning. When this happens, some pupils move on to new learning before they are ready.

The school accurately identifies the additional needs of pupils with SEND. It provides staff with comprehensive information about pupils' additional needs. Staff use this information well to provide these pupils with experiences that enable them to learn successfully alongside their peers.

The school identifies and addresses the reading needs of pupils with precision. For some pupils, this includes help to catch up with gaps in their phonics knowledge. Books are well matched to each pupil's stage in their reading development. The school provides pupils with all the help that they need to become confident and fluent readers.

The books that pupils read make a significant contribution to their wider development. They have been carefully matched to the school's values. For example, pupils read books that help them to appreciate the differences that exist between people and to recognise the features of a healthy relationship.

The school provides well-considered support to a small number of pupils that need help to manage their own behaviour. Most pupils respond well to this help. Typically, pupils are well motivated and they engage positively with staff about the work that they are given. The school provides effective support for pupils who may need to improve their levels of attendance. For example, the school has successfully addressed the barriers that have prevented some pupils from attending regularly. This has helped to reduce the number of pupils that are persistently absent from school.

The school's personal development provision prepares pupils well for life in modern Britain. Pupils know how to keep themselves physically and mentally healthy. They know how to stay safe online. Pupils benefit from an extensive programme of careers education. This helps pupils to make informed decisions about their futures. As a result, pupils move on to meaningful destinations that include further education, apprenticeships or employment with training.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- At times, staff design activities that do not help pupils to develop sufficient depth of knowledge in the subjects that they study. This prevents some pupils from achieving as well as they should. The school should provide staff with the training that they need to design activities that are well matched to pupils' needs.

- On occasion, the school is not quick enough to rectify the gaps and misconceptions in some pupils' knowledge. This means that these pupils move on to new learning before they are ready. The school should ensure that staff address pupils' misunderstandings in a timely manner so that pupils build their knowledge securely over time.

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.

Further information

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

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	138110
Local authority	Wigan
Inspection number	10321430
Type of school	Secondary Comprehensive
School category	Academy converter
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	1173
Appropriate authority	Board of trustees
Chair of trust	Andy Wilson
CEO of the trust	Phil Rimmer
Headteacher	Emma Gregory
Website	http://hhhs.net/
Dates of previous inspection	12 and 13 February 2019, under section 5 of the Education Act 2005

Information about this school

- This school is part of the Rowan Learning Trust.
- The current headteacher took up post in November 2024.
- The school makes use of one registered and four unregistered alternative provisions for a small number of 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.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form

provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time inspection judgement about the quality of a school's education provision.
- This was the first routine inspection that 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 carried out deep dives in the following subjects: English, mathematics, science, history, drama and physical education. For each deep dive, they held discussions about the curriculum, visited a sample of lessons, spoke with staff, spoke with some pupils about their learning and looked at samples of pupils' work.
- Inspectors met with subject leaders and looked at pupils' work in geography and food technology.
- Inspectors met with the headteacher and other senior leaders.
- The lead inspector held a meeting with members of the trust board including the chair of trustees. He also spoke to the CEO of the trust, the director of secondary education, members of the governing body and the local authority adviser.
- Inspectors met with leaders to discuss SEND, reading, pupils' behaviour and attitudes and the provision for pupils' personal development.
- Inspectors considered responses to Ofsted Parent View, including the free-text comments. They took account of the responses from staff to Ofsted's online survey and gathered the views of staff and pupils throughout the inspection.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors observed pupils' behaviour during lessons and at breaktimes and lunchtimes.
- Inspectors spoke to staff about their workload and well-being.

Inspection team

Andy Cunningham, lead inspector	His Majesty's Inspector
David Woolley	Ofsted Inspector
Julie Yarwood	Ofsted Inspector
Vicky Atherton	Ofsted Inspector
Paul Slater	Ofsted Inspector

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