

Inspection of a good school: Stretford Grammar School

Granby Road, Stretford, Manchester, Greater Manchester M32 8JB

Inspection dates:

20 and 21 March 2024

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might be outstanding if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

What is it like to attend this school?

Stretford Grammar School is an inspirational place to learn. Pupils flourish in this warm and welcoming learning environment. It is a place where pupils, including those with special educational needs and/or disabilities (SEND), feel happy and safe.

Pupils live up to the extremely high expectations set by the school for their academic achievement and their behaviour. Pupils, and students in the sixth form, achieve highly across a broad range of subjects. They are very well prepared for the next stage in their education, employment or training.

The school has a positive atmosphere, where pupils' praiseworthy behaviour supports their learning exceptionally well. Pupils show the utmost respect for each other and for staff. For example, the welcome that pupils give to visitors, including in their motivation to describe their learning, is striking.

Pupils benefit from an extensive range of extra-curricular activities. For instance, many pupils, including those who are disadvantaged, take part in the Duke of Edinburgh's Award. Other pupils enjoy, for example, debating, robotics, jewellery making and knitting clubs. Pupils make a significant contribution to school life through acting as prefects, ambassadors, and school parliamentarians.

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

The school has a deep-rooted ambition for all pupils to shine academically. To this end, the school has designed an exceptionally effective curriculum. It has meticulously identified and organised the important knowledge that pupils should learn across a wide range of subjects. Pupils, including students in the sixth form, build their knowledge cumulatively and confidently as they progress through the curriculum.

Across subjects, teachers deliver the curriculum with expertise and enthusiasm. Teachers ask searching questions to deepen pupils' learning. Regular checks ensure that any gaps in pupils' understanding are addressed quickly. Pupils know what they need to do to improve their work. Students in the sixth form produce high-quality work.

Pupils and students are encouraged to read widely for pleasure and to enhance their academic studies. The school is quick to identify pupils who find reading more difficult. Staff deliver successful programmes of support to help these pupils to catch up quickly with their peers.

Teachers adapt their delivery of the curriculum expertly to help ensure that pupils with SEND learn well. Staff have a thorough understanding of the individual learning needs of pupils with SEND. This helps to ensure that pupils' needs are identified quickly and accurately. Pupils with SEND achieve highly.

Pupils take their learning seriously and approach their studies with enthusiasm. The school ensures that parents, carers and pupils know why it is important to attend school every day. Strong systems reinforce the high expectations set for pupils' attendance. Most pupils attend school regularly.

Pupils know how to stay safe both online and in the community. They learn about physical, mental and financial well-being. Pupils understand the importance of equality and they described fundamental British values confidently. Pupils receive a well-considered programme of careers education. They are well supported to achieve their ambitious aims and they are exceptionally well prepared for life in modern Britain.

The school, including governors, has the full confidence of pupils, staff and parents. Governors challenge and support leaders robustly to ensure that the strong quality of education that pupils receive is maintained.

Despite the consistently high quality of provision that pupils receive, staff aspire for further continuous improvement. Staff reported a high degree of satisfaction. Parents hold the school in high regard. Staff appreciate the school's support in maintaining a reasonable workload.

Safeguarding

The arrangements for safeguarding are effective.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in February 2019.

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	106368
Local authority	Trafford
Inspection number	10321305
Type of school	Grammar (selective)
School category	Maintained
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	949
Of which, number on roll in the sixth form	145
Appropriate authority	The governing body
Chair of governing body	Harry Almond
Headteacher	Michael Mullins
Website	www.stretfordgrammar.com
Dates of previous inspection	19 February 2019, under section 8 of the Education Act 2005

Information about this school

- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 7 to 13 with information and engagement about approved technical education qualifications and apprenticeships.
- The school does not make use of any alternative provision.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's educational provision.
- Inspectors discussed the ongoing impact of the COVID-19 pandemic with the school and have taken that into account in their evaluation.

- Inspectors held meetings with the headteacher, other senior leaders, staff, pupils and members of the governing body. An inspector held a telephone conversation with a representative of the local authority.
- Inspectors carried out deep dives in English, science, and geography. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to some pupils about their learning, and looked at samples of pupils' work. Inspectors also considered the curriculum in other subjects.
- To evaluate the effectiveness of safeguarding, the 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 spoke to staff about their workload and pupils' behaviour.
- Inspectors considered the responses to Ofsted's online staff survey. They took account of the responses to Ofsted Parent View, including the free-text comments.
- Inspectors considered the views of pupils shared through Ofsted's online survey for pupils and through discussions held with pupils during the inspection.

Inspection team

Rebecca Sharples, lead inspector

His Majesty's Inspector

Kelly Leonard

Ofsted Inspector

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