

Hungerhill School

Hungerhill Lane, Edenthorpe, Doncaster, DN3 2JY

Inspection dates

17–18 October 2012

Overall effectiveness	Previous inspection:	Not previously inspected	
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Students make exceptional progress and reach standards in public examinations that are significantly higher than the national averages. As a result, they are exceptionally well prepared for the next stage in their education, training, and employment.
- Lessons are routinely lively and interesting and the work set for the students is challenging. Students concentrate hard, are very keen to do well and so make excellent progress during their time at the school. Occasionally, lessons contain too many activities to be completed at a rapid rate. Those lessons do not allow the students to develop their understanding of the topic to the full extent they are able.
- Students' behaviour in lessons and around the school is typically impeccable. The students show considerable respect for each other and the inspectors witnessed high levels of consideration between students and small, but significant acts of kindness and generosity. Students demonstrate also an excellent grasp of how to keep themselves safe.
- The headteacher and senior staff have established ways of working that mean the staff and students alike are eager to learn and improve. They have been conspicuously successful over several years in bringing about very significant increases in students' progress and attainment.

Information about this inspection

- Inspectors observed 48 lessons taught by 48 members of staff, small group sessions for particular students, assemblies, tutor groups, and other occasions on which students were learning.
- Inspectors looked at the 38 responses to the on-line questionnaire (Parent View), letters sent by parents to the inspectors and the school’s most recent survey completed by 25% of parents and questionnaires completed by 93 members of staff.
- Meetings were held with leaders and managers, representatives of the governing body, and groups of students. Inspectors spoke with many students informally also, in lessons and around the school.
- Inspectors looked at a range of documentation, including the school development plan, policies, records of monitoring in relation to the quality of teaching, students’ behaviour, attendance and safeguarding.

Inspection team

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Her Majesty’s Inspector

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Full report

Information about this school

- The school is larger than the average secondary school.
- The proportion of students known to be eligible for the pupil premium is about half the national average, but rising.
- The proportion of students from minority ethnic groups is well below average, as is the proportion with English as an additional language.
- The proportion of disabled pupils and those with special educational needs supported at the school action stage is above average. The proportion of disabled students and those with special educational needs supported at school action plus or with a statement of special educational needs is well below average.
- Hungerhill School converted to an academy on 1 March 2012. When its predecessor school, Hungerhill School, a Specialist Centre for Science, Mathematics and Computing, was last inspected by Ofsted, it was judged to be good overall. This was the first inspection of the school since it became an academy.
- The predecessor school exceeded the government floor targets for the students' attainment and progress in 2011.
- The school works currently with YMCA Training to provide alternative provision for one student on three days per week.
- The school has received a number of awards, including the Quality in Study Support award, Healthy School status and Sportsmark. It also has Investors in People.

What does the school need to do to improve further?

- Ensure that the students are able to develop their understanding of the topics they study to the best of their ability by allowing enough time in lessons for them to think and reflect, rather than just completing tasks.

Inspection judgements

The achievement of pupils is outstanding

- Lesson observations and school data show sustained progress in students' learning as they move through the school. Over the course of their time at the school, students' knowledge and skills improve quickly and consistently. By the end of Year 11, the proportion of students attaining five or more A* to C grades including English and mathematics is significantly higher than the national average. Very nearly all of the students gain at least five GCSEs at grades A* to C.
- All groups of students make better progress than expected, given their starting points. That includes disabled students and those with special educational needs and those known to be eligible for the pupil premium. The very small numbers of students from minority ethnic backgrounds and those with English as an additional language make progress at least as well as others at the school and reach higher standards in examinations than the school average.
- The average points score for students known to be eligible for the pupil premium is lower than for the students at the school who are not eligible, but the gap is closing each year. Pupil premium students do better than all students nationally, however.
- When asked to read in lessons and to answer questions, the students do so fluently and confidently. They take part in discussions readily. A combination of high academic achievement, well developed social skills, and keenness to learn makes them very well placed to make the most of life after Hungerhill. The vast majority of the students go on into further education, employment, or training.

The quality of teaching is outstanding

- Teaching makes an extremely positive contribution to the students' achievement. The teachers are thorough and consistent in the way they plan and teach lessons. Typically, lessons are very purposeful and highly productive. They are characterised by:
 - teachers' detailed knowledge of the subject
 - excellent relationships between teachers and students
 - a range of highly focused and challenging activities
 - very effective ways for checking how well the students are doing
 - the use of questions to encourage the students to answer in depth and to develop each other's answers.As a result, the students feel secure in lessons and are highly motivated to learn.
- In one example of outstanding teaching seen by the inspectors in a music lesson, the teacher used expert subject knowledge and a detailed understanding of examination requirements to ask challenging questions and provide different work very subtly that met the differing needs of the students extremely well. All of the students were helped to work on their tasks by themselves and increased their understanding of composition and rhythm significantly.
- Occasionally and not in any particular subjects, lessons focus too much on requiring students to complete tasks rapidly. In these lessons, students are unable to think deeply about what they have learnt and to give extended answers to questions.
- Disabled students and those with special educational needs are included very well in lessons. Teaching assistants provide excellent support for disabled students and those with special educational needs. For example, in outstanding teaching of work-related learning, teaching assistants were highly knowledgeable about the topic. They used the knowledge exceptionally well to ask students challenging questions. The questions helped students to think about what they were learning and the decisions they were making, so that they made excellent progress along with their classmates.
- The quality of teaching is enhanced by high quality extra support outside of routine lessons for students who need it, sometimes one to one, sometimes in small groups. For example, 'The

Zone' provides a safe, welcoming place for students with high levels of need. The extra support is particularly helpful for students who the school has identified as falling behind the other students, particularly with their literacy and numeracy skills. The students receiving the support catch up quickly, often making better rates of progress than others, including many of those identified as having special educational needs.

- Students benefit also from a well used, Internet-based 'virtual learning environment'. The virtual learning environment is particularly helpful to students with their homework. It helps teachers to ensure that homework activities contribute well to students' motivation and progress. It is appreciated by parents also.
- There are many examples of work in lessons that promotes students' spiritual, moral, social, and cultural development very effectively. Examples include:
 - work on poverty and the effects of the British Empire
 - work on African cultural traditions, including African democracy and issues connected with slavery
 - an 'enrichment day' focussing on developing teamwork skills
 - a display of students' well written anti-bullying poetry
 - the dangers of on-line language translators.
- Even a trip to the British Library prompted one student to comment 'We keep an open mind to different ideas'. One parent wrote to the inspectors to say, 'Students are taught to have self-respect, drive and ambition.' Equally, in one lesson observed by an inspector, the students showed a high level of concern for the welfare of a classmate new to the school, who was visibly upset by a sensitive topic in the lesson.

The behaviour and safety of pupils are outstanding

- The school is permeated by mutual respect between students and staff. For example, in an incident witnessed by an inspector, a student's kitbag split open, spilling his kit on to the floor. Several other students stopped, unsolicited, and helped him collect his belongings. When a member of staff came to assist, she was informed politely, 'Don't worry, Miss, we've got it sorted.' All groups of students feel safe and well supported. As a result, attendance is consistently high.
- Students are very aware of different forms of bullying, including racist and homophobic bullying, and try actively to prevent it. They say that it is rare, usually confined to name calling and dealt with effectively. The number of exclusions is very low.
- Students know how to stay safe and manage risks. For example, students leave the school at the end of the day in an orderly and unhurried fashion. They are happy, express satisfaction and contentment with the day they have had and talk cheerfully when asked about the homework they had to do. All of those needing to cross the very busy main road outside the school entrance do so using the light-controlled crossing, observing the lights. A very large number walks sensibly along the footpath into the distance, chatting amiably as they go.

The leadership and management are outstanding

- The headteacher's unassuming, quietly determined, consistent and systematic approach to improving the school conveys high expectations to staff and students and has had a profound effect. His commitment permeates the school as a direct consequence of the style in which he demonstrates it. Leaders and managers at all levels are equally unpretentious in how they carry out their work, but focused on and committed to improving their areas of responsibility, which they do with considerable success. The result is a highly cohesive and very well motivated staff ambitious to do their jobs to the highest standards and unhappy if ever it is thought that they have not!

- The school judges the quality of teaching very accurately, based often on an almost forensic-style analysis. Leaders and managers describe what they see when observing and are unafraid to make difficult decisions. The judgements they reach and areas for improving teaching that they identify focus relentlessly on raising the achievement of the students. The rigour they bring to the school's self-evaluation, linked with very carefully designed training for the staff, has improved the quality of teaching progressively. As a result, the proportion of students achieving 5 or more GCSEs including English and mathematics at grades A* to C has increased each year over a three-year period at a much greater rate than the improvement nationally. That is but one example of a variety of significant improvements in the students' achievement over several years.
- The school has good, convincing evidence to show that the difference between the attainment of the students for whom it receives the pupil premium (additional funding from the government) and other students at the school is decreasing each year.
- Arrangements for reviewing the work of the staff and making decisions about pay progression and promotion are highly robust. They are linked fully to the national standards for teaching, as are the opportunities for training that the school provides. The support provided for newly and recently qualified teachers is exceptional. It results in those teachers developing their skills rapidly and often achieving promotion early within their careers.
- The range of subjects studied by the students is put together carefully to meet their needs and interests. The school does not enter students for GCSEs early. An example of the way in which the school provides courses tailored for students with particular needs includes one that allows a student to attend a training provider for three days a week. The school has blended that with English, mathematics, and other GCSEs to provide a range of experiences best suited to the student's interests and learning needs. As a result, the student's attendance has increased from 80% to 96%. The student's social and communication skills have improved also, resulting in better learning in the GCSE lessons.
- Parents express high levels of trust in and satisfaction with the work of the school. For example, one wrote to the inspectors, stating, 'I feel the school is doing absolutely everything they can to ensure my child achieves to the best of his ability. I am glad my child is at Hungerhill.'
- **The governance of the school:**
 - The governing body is fully engaged in setting the direction for the development of the school and overseeing its progress. It is very supportive of the school, but well informed and appropriately critical. It has a good understanding of the quality of teaching and learning. It pays close attention to reviewing the work of the headteacher and to overseeing pay progression and promotion at the school. It takes a keen interest in how well different groups of students are doing. For example, it is fully alert to how the school has used the pupil premium and the effect it has had and recognises the increasing importance of the group of students affected, which is increasing rapidly in size. It asks probing questions of leaders and managers about how well the school is doing; one head of department described the process as a 'terrifying, but excellent experience'!

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

Unique reference number	137899
Local authority	Not applicable
Inspection number	403719

This inspection of the school was carried out under section 5 of the Education Act 2005

Type of school	Academy converter
School category	No maintained
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	1,137
Appropriate authority	The governing body
Chair	Mrs M Bates
Headteacher	Mr G Wakeling
Date of previous school inspection	Not previously inspected
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