

# Hodge Hill College

Bromford Road, Hodge Hill, Birmingham B36 8HB

<b>Inspection dates</b>	25–26 May 2016
<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- Since the last inspection, the headteacher has successfully led a relentless drive to improve the school. She has created a culture where high expectations are resulting in good standards of achievement, behaviour and personal development for pupils.
- Pupils make good progress across most year groups and in the majority of subjects. Many achieve particularly well in science.
- Teaching is good. Teachers have good subject knowledge, which they use effectively to plan activities which interest pupils.
- Behaviour is good. Pupils are polite and well mannered. They work hard and socialise well together.
- Bullying is rare at the school. Consequently, pupils feel safe. Safeguarding procedures are effective.
- Subject leaders are well trained. As a result, they have a good impact on making sure that teaching and achievement are good and continue to improve.
- The curriculum makes a good contribution to pupils' academic progress and personal development. Pupils have a strong awareness of spiritual, moral, social and cultural matters as well as British values.
- The governing body is effective. Governors know the school very well and they provide a good balance of support and challenge to school leaders.

### It is not yet an outstanding school because

- Teachers do not regularly move pupils on to harder work quickly enough. As a result, progress is not as rapid as it could be, particularly in mathematics and geography.
- Some of the most able pupils do not make the rapid progress that they are capable of. This is because work is occasionally not challenging enough throughout lessons.

## Full report

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

- Improve teaching and raise achievement further, particularly in mathematics and geography, by:
  - making sure that pupils are directed to more challenging work as soon as they are ready
  - ensuring that work for the most able pupils is sufficiently challenging throughout lessons.

## Inspection judgements

### Effectiveness of leadership and management is good

- The headteacher has created a school culture and ethos which have resulted in the vast majority of staff and pupils having high expectations of themselves and each other. Consequently, the school is a continuously improving learning community where equality of opportunity and mutual respect prevail. The smartly dressed, proud and professional greeting that was extended to the inspection team by prefects on arrival at the school reflected this ethos.
- The headteacher is ably supported by senior leaders. These members of staff work effectively to support pupils and colleagues. They are uncompromising when standards fall below their high expectations and respond quickly to address any weaknesses in teaching or pupils' progress.
- All staff benefit from a structured approach to professional development. This is particularly valuable for the significant number who are in the early stages of their careers. Leaders use a good range of monitoring information to help them to identify how teaching needs to improve further. This ensures that the training which is implemented is effective. The attention to detail with respect to continuously improving teaching is having a strong impact on pupils' progress.
- The targets which are set for teachers to help them to improve their work have a good impact on pupils' progress. Teachers are both challenged and supported by leaders, as appropriate, to reach their ambitious targets.
- The staff who inspectors met spoke very positively about the support they receive at the school. They are clear that this support helps them to improve their teaching skills and that they also expect to be challenged if standards slip. As a result, staff overwhelmingly feel valued at the school.
- Subject leaders have an accurate understanding of the strengths and areas which require further development in their areas of responsibility. They benefit from support and training from senior leaders and an external consultant to conduct thorough and robust reviews of their areas. As a result, pupils enjoy good teaching in the majority of subject areas and make good progress.
- Leaders use the additional funding to support disadvantaged pupils very well. They have a range of good strategies to support eligible pupils who may be falling behind. The culture of continuous improvement ensures that spending plans are regularly reviewed for their impact on pupils' progress. As a result, the school is achieving good value for money and disadvantaged pupils are catching up with others quickly across most year groups.
- The leadership of provision for pupils who have special educational needs or disabilities is good. Leaders have an accurate understanding of the particular needs of individual pupils. This results in an effective range of support for them. Leaders monitor pupils' progress in detail, which means they are able to act quickly if a pupil falls behind.
- The curriculum makes a good contribution to pupils' good behaviour, personal development and achievement. There is an appropriate balance of subjects to interest and motivate pupils as well as a well-supported programme of after-school clubs and activities. A strong focus on literacy is ensuring that lower-attaining pupils, as well as others, have the essential reading and writing skills to succeed. The termly 'safe' days provide pupils with good opportunities to learn about safety matters. These days, as well as regular assembly themes and activities during the morning tutorial sessions, also help pupils to understand spiritual, moral, social and cultural issues and the principles of British values. The process of electing college councillors helps pupils to understand the democratic process well.
- Teaching in mathematics has not been good in the past because the school has had difficulties recruiting high-quality teachers. However, it is now good because the senior leader with responsibility for mathematics in this area has made sure that a wide range of strategies have been successfully implemented to rapidly improve matters.
- Although Hodge Hill College is a good school, leaders and governors say that they are 'not satisfied'. This is indicative of the positive climate that the headteacher has created and it is the reason why teaching and achievement are continuously improving.
- The local authority provides an appropriate range of support and monitoring. The consultants who work with the school have made a good contribution to the improvements that have been made since the last inspection. In particular, support for the governing body and for subject leaders has been effective.

## ■ The governance of the school

- The governing body is effective in carrying out its role.
  - It has a detailed understanding of all aspects of the school. In particular, governors have a good understanding of assessment information and they are quick to challenge school leaders if pupils' progress falters. They also know that teaching is good and are aware of where improvements are required.
  - The governing body holds school leaders to account well. It knows that the progress of the most able pupils has improved significantly since the last inspection and is now good. However, it is far from complacent and it knows that more still needs to be done to help these pupils fully reach their potential.
  - Governors monitor the impact of the additional pupil premium funding effectively. This is an important reason why eligible pupils are catching up well.
  - The chair of the governing body has worked effectively to ensure that governors have good, complementary skills. He has made sure that the governing body has received good training, particularly with respect to supporting governors to understand assessment information and published data about the school.
  - The governing body has appropriate procedures in place for setting performance targets for the headteacher. It also has robust procedures for making decisions about whether teachers should receive pay rises in relation to them achieving their targets.
- The arrangements for safeguarding are effective. The school meets all requirements for safeguarding and all staff are vetted and trained as required. Leaders have ensured that safeguarding has an appropriately high profile around the school through displays and safety themes, which are taught in the curriculum. Leaders use external agencies, such as the police, to highlight safety matters for pupils, when appropriate. The school provides pupils with 'passports' which contain very helpful information and advice about how to keep safe.

## Quality of teaching, learning and assessment is good

- The quality of teaching, learning and assessment is good because staff receive good levels of support to continuously improve their teaching. This is the most important reason why pupils make good progress.
- Pupils know how to improve their work because teachers provide helpful feedback both in writing and when discussing work with pupils in lessons. Pupils are often given time to correct their work and they are regularly set additional challenges by teachers after work has been marked. These require pupils to think hard about any errors that they may have made, or help them to improve work that is not as detailed as it could be, for example.
- Many teachers use questioning effectively to help pupils to think deeply. Often the questions that teachers ask require extended explanations from pupils. This helps pupils to think in depth about their responses. This strategy is particularly effective for the most able pupils.
- Lower-attaining pupils, as well as those who have special educational needs or disabilities, are taught well. Teachers have a detailed understanding of the particular learning needs of the pupils and they provide work which is accurately matched to the ability of most of these pupils.
- Some pupils who have special educational needs or disabilities receive good additional support outside of the normal timetabled lessons. These pupils often find reading and writing difficult. As a result of good teaching which is often skilfully tailored to individual pupils' learning needs, pupils make strong progress and catch up with others quickly, particularly in reading and writing.
- The quality of science teaching is a strength of the school. Pupils who met with inspectors agree and they say they enjoy both the practical and theoretical aspects of this subject. Teachers in science have very good subject knowledge, which they use effectively to help pupils understand complex concepts.
- Teaching in mathematics has been improving since the last inspection because of the effective leadership of the senior member of staff responsible for mathematics. Teaching in this key subject is now good. Mathematics teachers are very well supported and they have a structured training programme, which helps them to share teaching skills regularly, for example.
- Teaching for the most able pupils has improved since the last inspection. Teachers usually plan activities for the most able pupils that are more challenging than for the rest of the class. However, they do not routinely make sure that the most able pupils do the higher-level work, leaving it up to the pupils to decide. This sometimes results in pupils not doing the additional challenges. In addition, work in pupils'

books indicates that there are times in lessons when these pupils are not required to work at their own level because some activities within lessons are not challenging enough. As a result, the most able pupils do not make the rapid progress that they are capable of making.

- Teachers check pupils' work regularly during lessons. This helps pupils to correct errors or develop their thinking in greater detail, for example. However, pupils are not routinely moved on to harder work as soon as they are ready, particularly in mathematics and geography. As a result, although progress is good, it is not as rapid as it could be.

## Personal development, behaviour and welfare is good

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Most pupils work hard and try their best in lessons. The ethos in the school supports pupils very well in developing high aspirations and most are keen to achieve their best. As a result, pupils know that their education is important and they appreciate the good support that they receive from their teachers.
- The numerous motivational posters and inspirational quotations from familiar figures from youth culture promote the ethos of 'dream, believe, achieve'. These further support pupils in developing a sense of personal ambition and high aspirations.
- Pupils benefit from good support with any issues they may have with respect to their personal and emotional well-being. For example, pupils who met inspectors agreed that there is 'always someone you can talk to if you have problems'.
- Most pupils are developing good levels of self-confidence with respect to their learning and their personal development. The school actively promotes this through various celebration events, for example.
- The school works well with other agencies when it considers that pupils have wider needs beyond school. This ensures that all aspects of pupils' personal development are met effectively.
- Pupils feel safe in the school. They say that adults in the school can be relied upon to deal with any 'falling outs'. They have a good understanding of how to keep safe in different situations, such as fire safety and using the internet safely. Pupils also have a good understanding of the risks associated with radicalisation and extremism.
- Bullying is rare at the school. Pupils are confident that when bullying does occur staff deal with matters swiftly and effectively. One pupil spoke for many, saying that 'bullying is dealt with straight away'.

### Behaviour

- The behaviour of pupils is good. Pupils behave well in lessons and at social times. Many are polite, well mannered and respectful towards each other as well as their teachers. Pupils from different backgrounds get on well together. There is no hint of discrimination in the school.
- Movement around the school is calm and purposeful. Most pupils are keen to arrive punctually to lessons.
- Many pupils told inspectors that behaviour has improved in the past few years and they recognise the positive impact that the headteacher has had in this regard.
- The school uses what it calls its 'CARE brand' to guide behaviour, relationships and attitudes to learning across the school. This 'brand' promotes courtesy, achievement, respect and empathy. Pupils are fully aware of this and their behaviour and relationships with each other often reflect these principles.
- Pupils dress smartly and they demonstrate a good degree of pride in their school, which they say has improved a great deal in the past few years. Most pupils are proud to be members of the school.
- Pupils show a good level of respect for the school environment. The site is tidy and free from litter.
- The school manages incidents of poor behaviour effectively. Some pupils have been subject to exclusions. As a result of effective support and guidance, many of these pupils have improved their behaviour markedly.
- Attendance is above average, reflecting the enjoyment pupils have of school. Attendance has been consistently above average for the past few years.
- Exclusions are reducing and they are below average.
- The behaviour of the very small number of pupils who attend alternative provision is good. This group of pupils attend regularly. Leaders check behaviour and attendance for these pupils at appropriate points throughout the year.

## Outcomes for pupils

## are good

- As a result of good teaching, outcomes are good because pupils who are currently in the school are making consistently good progress in the majority of subjects across most year groups.
- The progress that lower-attaining pupils make is good. It has been good for the past two years for pupils in Year 11 and it is good for pupils currently in the school across year groups. As a result of good teaching, most of the lower-attaining pupils are catching up well, particularly in literacy.
- The school uses the additional Year 7 catch-up premium well (this is additional funding given to schools to support those who join with attainment in English and mathematics below what is expected). Many lower-attaining pupils are catching up in both subjects, though this is better in English than it is in mathematics.
- Pupils who have special educational needs or disabilities make similarly good progress to other pupils. Good leadership in this area ensures that progress is regularly checked so that pupils do not fall behind.
- The progress that the most able pupils make has been accelerated since the last inspection. Most of these pupils are making good progress in different subjects and year groups. However, progress is less strong when activities are not challenging enough for periods of time in some lessons.
- The school's assessment information indicates that a much higher proportion of the most able pupils who are completing Year 11 this year are on track to achieve the highest grades. This information is reliable because the school has a good track record of making accurate predictions. It is also reliable because teaching is good.
- Disadvantaged pupils are catching up with others. The school uses the additional funding very well and provides support for smaller classes for some pupils, for example. For the past few years, gaps between the achievement of disadvantaged pupils compared to others in the school and others nationally have been narrowing by the time pupils complete Year 11.
- Outcomes in science are particularly strong and have been for the past few years. Pupils make good and sometimes better progress because teaching motivates and often inspires pupils to achieve well.
- The proportion of Year 11 pupils achieving five good GCSE grades, including English and mathematics, has been improving for the past two years and it was similar to the national average in 2014 and 2015.
- The Year 11 group who left the school in 2015 did not make strong progress in mathematics, geography and history. This is because this year group did not enjoy consistently good teaching in the past and they had a lot of ground to make up.
- Nevertheless, the Year 11 group who left the school in 2015 achieved, on average, higher mathematics grades than the previous Year 11 group and more pupils attained the highest grades in this subject. These improvements in mathematics have been galvanised by leaders and teachers. Consequently, progress in this key subject has improved and is now good across year groups. However, there are occasions when pupils make slower progress because teachers do not move pupils on to harder work quickly enough.
- School assessment information, combined with good teaching, suggests that the current group of Year 11 pupils are on track to achieve significantly better outcomes in mathematics than has been the position in the past.
- Pupils currently at the school are also now making good progress in geography and history. However, as with mathematics, pupils are not consistently moved on to more challenging work quickly enough in geography. This results in slower progress.
- The small group of pupils who attend alternative provision are making good progress. Leaders at the school check this at appropriate points throughout the year.

## School details

<b>Unique reference number</b>	103503
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10012378

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

<b>Type of school</b>	Secondary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	1,188
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Malcolm Sparkes
<b>Headteacher</b>	Ann Andersen
<b>Telephone number</b>	0121 783 7807
<b>Website</b>	<a href="http://www.hodgehill.bham.sch.uk">www.hodgehill.bham.sch.uk</a>
<b>Email address</b>	<a href="mailto:enquiry@hodgehill.bham.sch.uk">enquiry@hodgehill.bham.sch.uk</a>
<b>Date of previous inspection</b>	8–9 April 2014

## Information about this school

- The school is larger than most secondary schools.
- Ninety-five per cent of pupils are of minority ethnic heritage, which is well above average.
- Half of the pupils speak English as an additional language, which is well above average. Almost all of these pupils speak fluent English.
- The proportion of pupils who have special educational needs or disabilities is similar to the national average.
- The pupil premium, which is additional government funding given to schools for children who are looked after by the local authority and those known to be eligible for free school meals, provides support for just over half of the pupils. This is well above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress by the end of Year 11.
- A very small number of pupils attend alternative provision on a full-time basis. These pupils attend the East Birmingham Network Academy and Riverside Academy.
- The school meets requirements on the publication of specified information on its website.
- Around a third of teachers are in the early stages of their career.
- The school shares its site with a school for the deaf called Braidwood School. This is inspected separately.

## Information about this inspection

- Inspectors observed teaching in 46 lessons, two of which were jointly observed with the headteacher. The inspection team made several short visits to other lessons to check on the progress and behaviour of different groups of pupils. Inspectors also looked at a wide range of work in pupils' books.
- Meetings were held with four groups of pupils from all year groups. Other meetings were held with members of the governing body and with senior leaders and staff, including those responsible for leading subjects. The lead inspector met with a representative from the local authority and held meetings with two consultants who work with the school.
- Inspectors analysed the 199 responses to Ofsted's online parental questionnaire, Parent View. They also analysed 47 responses to Ofsted's staff questionnaire.
- Inspectors observed the work of the school and looked at a number of documents, including those relating to the monitoring of teaching and the targets set for teachers to improve their work. They also looked at records relating to attendance, behaviour, bullying and safeguarding and the school's development plan. In addition, inspectors analysed a wide range of information on pupils' performance.

## Inspection team

Richard Sutton, lead inspector	Ofsted Inspector
Mark Bailie	Ofsted Inspector
Richard Ellis	Ofsted Inspector
Bianka Zemke	Ofsted Inspector
Nigel Griffiths	Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/publications/complaints-about-ofsted](http://www.gov.uk/government/publications/complaints-about-ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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](mailto: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](http://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](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted).

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 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2016

