

# South Hunsley School and Sixth Form Academy

East Dale Road, Melton, North Ferriby, HU14 3HS

**Inspection dates** 14–15 May 2013

<b>Overall effectiveness</b>	Previous inspection:	Not previously inspected	
	This inspection:	<b>Outstanding</b>	<b>1</b>
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 thrive during their time in South Hunsley. Not only do they achieve highly, they develop into confident, mature and thoughtful young people. Students are very well prepared for their future lives.
- Leaders' relentless focus on improving the sixth form has paid dividends and the sixth form is also outstanding.
- The executive principal, senior leaders and governors are rigorous in checking the quality of teaching and only the best is good enough. Strident action is taken when teaching falls short of their high expectations.
- Teaching is strong, including in the sixth form and contributes to the usually very good progress students make from their individual starting points in Year 7. This includes the small proportion of disabled students and those with special educational needs.
- Very occasionally, progress of the most-able and lower-ability students slows in class. This happens when teachers' activities are not matched well enough to students' levels of ability or when marking does not help students know what they need to do next.
- Skilfully targeted additional activities and support for students at risk of falling behind make sure they catch up to their peers well.
- Careful use of pupil premium funding has helped to narrow the previous gap between the progress of students entitled to free school meals and others successfully.
- Students are proud of their school and are great ambassadors for it. Their behaviour is exemplary, in lessons, social times and as they move around the sprawling school site.
- High quality relationships between adults and students contribute to the calm and purposeful atmosphere in lessons. Students' consideration of, and support for each other are first rate.
- Discussions with students, inspection evidence and high quality displays across the school pay testament to students' exceptionally good spiritual, moral and social development.
- Insightful leadership, including from governors and meticulous evaluation of the school's work makes sure that no stone is left unturned in their successful quest to ensure students in South Hunsley achieve their potential both academically and personally.

## Information about this inspection

- This inspection was carried out with half a day's notice. Inspectors observed 44 lessons across the school, including lessons in the sixth form. Around a quarter of lessons were observed jointly with members of the senior leadership team.
- Inspectors visited a range of other sessions where students learn including: reading support groups, intervention groups and tutorial sessions.
- Discussions were held with the executive principal, members of the senior leadership team, staff and six representatives of the governing body. Inspectors spoke to students in lessons and at various times during each day. They also spoke formally to four groups of students, including sixth formers on the second day of the inspection.
- A telephone discussion was held with a senior officer from the local authority's school improvement service.
- The inspection team looked at a range of documentation, including the school's evaluation of its work, school improvement plans and the school's records of their observations of teaching and students' progress in lessons. Inspectors also looked at policies and documents to keep students safe and some heard younger students read.
- The inspectors took account of 111 responses to Ofsted's Parent View survey and 37 responses to the staff inspection survey. They also considered two letters from parents and one telephone call from a parent to the inspection service provider. Comments made in these communications were relayed to the executive principal where the confidentiality of the correspondent would not be compromised.
- During this inspection, inspectors asked additional questions designed to ascertain the school's view of the impact and effectiveness of local authority services to support school improvement. This information will contribute to work being carried out by Ofsted to assess the use, quality and impact of those services. As an academy converter, the school is independent of the local authority. It does not belong to an academy chain and does not have a sponsor.

## Inspection team

Margaret Farrow, Lead inspector	Her Majesty's Inspector
Sally Lane	Additional Inspector
Clive Hurren	Additional Inspector
Keith Massett	Additional Inspector
Sonya Williamson	Additional Inspector

## Full report

### Information about this school

- South Hunsley converted to be an academy in April 2011. When its predecessor school was last inspected by Ofsted it was judged to be good.
- The school is more than twice the size of the average secondary school and numbers have risen over the past two years.
- Around 400 students attend the sixth form which is above average. Most students in the sixth form choose to study academic AS and A-level courses. The remainder undertake a range of vocational courses.
- Virtually all students are of White British heritage. A much lower than average proportion of students is known to be eligible for the pupil premium (The pupil premium is additional funding for those students who are known to be eligible for free school meals, children from service families and those children that are looked after).
- A very small number of students have been identified as requiring extra help through school action because of their disability or special educational needs. The number of such students receiving extra help at school action plus or with a statement of special educational needs is similarly very small. The proportions of both groups are significantly below average.
- The school does not have any alternative education provision for students off site. A small number of Year 10 and Year 11 students attend vocational courses at two local further education colleges, Bishop Burton and Hull College.
- South Hunsley is a National Support School and the executive principal is National Leader in Education (NLE). The principal, together with some of her senior staff have worked successfully with secondary and primary schools locally and regionally to support their improvement.
- The school exceeds the government's current floor standards that set out the minimum expectations for students' attainment and progress.

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

- Share more widely teachers' best practice in adapting tasks in lessons to match the full range of students' abilities.
- Make sure the high quality practice in marking, written guidance, oral feedback and insightful questioning used by many teachers is implemented consistently by all.

## Inspection judgements

### The achievement of pupils is outstanding

- Most students join South Hunsley with above average starting points and make very good progress as they move through school. The proportion achieving five good GCSEs including English and mathematics is well above average and has been since the academy opened.
- Although still above average, English results in 2012 did not rise as quickly as that in mathematics so leaders and governors took decisive action to improve matters. Inspection evidence and current assessments suggest results will be the best ever for the school.
- In 2012, the average point score of students entitled to free school meals was significantly above that for similar students nationally. Although their English results were above that of similar students nationally, they were below that of other students in school. Judicious use of the additional funding this year has narrowed the in-school gap successfully.
- Lesson observations, information on students' current achievements, scrutiny of students' books and discussions with them indicate students generally make rapid progress in lessons. Disabled students and those with special educational needs make similar progress to their classmates because of the high-quality additional support and care provided to them.
- Extra group work before and during school is helping to improve the reading, writing and numeracy skills of students who find learning difficult. Students speak enthusiastically about how well these lessons help to build their confidence in class and success in the subjects.
- Staff develop students' reading, writing and communication skills effectively across a range of subjects and through regular opportunities for reading and comprehension activities. This includes during daily tutor times and regular occasions when sixth form students hear younger students read. The latter work adds to the strong sense of community across the school.
- Sensible use is made of early entry in mathematics. Where results fall short of students' own high expectations they have the chance to improve their grades in the final term. This tactic has contributed successfully to the much higher than average proportion gaining top grades.
- Students who achieve top grades early move onto complex A level or iGCSE mathematics work. This prepares them well for more demanding mathematics in the sixth form. Students say this actually contributes to them choosing to study mathematics in Year 12.
- The progress, achievements and safety of the small number of students taking courses at local colleges are regularly monitored by senior leaders. Where any student is facing difficulties additional support is put in place to make sure they succeed equally well as others in school.
- Improvements to the sixth form are helping students to make rapid progress in their learning and achieve well-above average grades in their A-, AS-level examinations and vocational courses.

### The quality of teaching is outstanding

- Leaders' focus on making all teaching outstanding to ensure students make the best possible progress in lessons is relentless. As a result of sharing good practice, high quality training activities and rigorous performance management arrangements, school data show the quality of teaching continues to improve term by term.
- Students speak highly of the teaching in the school. Their very positive attitudes and willingness to take a full part in lessons contribute to the rapid progress they generally make.
- Typical of all lessons observed during the inspection, including in the sixth form, were the excellent relationships and mutual trust between teachers and students and between students themselves. Common features of the outstanding teaching seen were:
  - teachers' high expectations and careful use of information about students' current abilities to provide varied activities that challenge everyone, whatever their starting points
  - students taking an active part in the lesson and as a result developing independence, listening

and collaborative skills successfully. For example, in one history lesson, students worked independently and in groups on the sewerage system of 19th century and then proceeded to teach their peers what they learned, eloquently and confidently

- teachers' skilful use of questioning to draw out students understanding, to tackle any misconceptions and challenge their critical and creative thinking skills further
  - the many opportunities for students to reflect on spiritual, moral or ethical issues maturely and thoughtfully, for example in an English lesson, through well-chosen poetry.
- In a small number of lessons, the progress of a few students slows when teachers do not adapt activities to students' different starting points well enough. Occasionally, teachers' marking and feedback do not help students understand what they need to do to improve their work clearly.

### **The behaviour and safety of pupils** are outstanding

- Actions taken to improve behaviour over the past two years, including new leadership and a new policy, have resulted in a very positive atmosphere in school and a dramatic reduction in fixed term exclusions, sanctions, bullying, and homophobic and racist incidents. Indeed, incidents of all the above are low and falling.
- An impressive feature about students' behaviour is that it appears self-regulated rather than imposed. This can be seen in the very supportive way students relate to each other and the mature way they conduct themselves as they move around the large site to lessons.
- Students say they feel very safe here. They report that bullying of any type is very rare and any incidents tackled quickly. Students have an excellent understanding of what constitutes bullying behaviour and risks to their personal safety in school and the community through assemblies and particularly through the 'drop-down days' where the normal curriculum is suspended.
- Students, staff and the vast majority of parents and carers who responded to Ofsted's Parent View survey agree that students are safe and happy at school. This can be seen in students' well-above average attendance rates in school and in the high and improving attendance and staying on rates in the sixth form.

### **The leadership and management** are outstanding

- The executive principal provides inspirational leadership. Her passion for excellence and inclusion has been fully embraced by senior, middle leaders and governors. They provide a united team in driving improvement to ensure all students thrive academically and personally and all have equal opportunity to succeed; to great success.
- The focus of driving improvement in teaching has been the cornerstone to the improvement in students' achievements across the school and in stamping out any gaps in performance between different groups, such as the in-school gap of the very small group of students entitled to free school meals in English in 2012.
- Strong performance management arrangements both challenge and support staff in improving their skills. Teachers' pay is linked to their success in hastening students' progress in lessons and in delivering the best lessons possible. Robust action is taken if teaching is not good enough.
- Regular, rigorous checking of the work in school ensures leaders, including governors, know what is going well and what needs to be better. Outcomes of the checks are refined into exemplary school improvement plans and decisive action taken when weaknesses emerge. For example:
  - action taken to improve weaknesses in history has resulted in it being one of the highest performing subjects with well-above average results including higher grades
  - changes made to the leadership of English and how it is taught across the school has ensured rapid improvement in students' progress this year
  - improvements to the sixth form have made sure that it is extremely effective. It provides

students with clear routes through a range of academic or vocational courses and is an integral part of the school. Students are exemplary role models to younger students and support them regularly

- the curriculum is well matched to students' needs and interests because it is constantly reviewed and changes made when needed. Strong partnerships with higher education institutions and high quality advice and guidance ensure that virtually all students move on successfully to the next steps in their higher education, training or employment.
- Students' spiritual, moral, social and cultural development is exceptionally well developed through the many opportunities to take part in activities in school and beyond the school day, the taught curriculum and the 'drop-down' days that provide students with opportunities to learn, work together and consider a range of moral, social, spiritual and ethical issues.
- Sixth formers are ambitious to succeed, speak extremely positively about teaching, assessment, the advice and guidance provided and extra-curricular opportunities on offer. They value the many leadership opportunities they have across the school and report that they get a really good deal. Students who spoke to inspectors reported all they would change is the chance to do more physical education and have some lunchtime lessons.
- As an academy, the school is independent of the local authority. However, leaders share student performance data annually with local authority officers who then check to see whether students are underachieving. If there were concerns the local authority would inform the school of their concerns. Clearly this is not an issue in South Hunsley. Nevertheless, senior leaders maintain a positive relationship with local secondary schools and the local authority. They have worked successfully on behalf of the local authority in supporting weaker schools and sharing their good practice locally and regionally.
- **The governance of the school:**
  - Governance of the school is exemplary. Governors are very well informed, are fully involved in the monitoring and reviewing the work of the school. They have very robust financial management arrangements and make sure that all statutory requirements are met including those related to safeguarding students. Governors make good use of their wide range of experiences and expertise. They challenge the senior team rigorously because they demand and receive regular, high quality information about the progress of students, including groups they have identified as being at risk of falling behind such as young carers and adopted students. Careful checking of the use of the pupil premium makes sure action is taken to tackle any underachievement; for example, additional one-to-one support has been provided this year and has contributed to improvement in English for students entitled to free school meals. They scrupulously check how successfully strategies to improve teaching are working and ensure that performance management arrangements for staff are linked to improvements in students' achievements and teaching.

## 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>	136667
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	403676

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

<b>Type of school</b>	Academy converter
<b>School category</b>	Non-maintained
<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>	2,009
<b>Of which, number on roll in sixth form</b>	403
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Duncan Gilmour
<b>Principal</b>	Chris Abbott
<b>Date of previous school inspection</b>	15 November 2007
<b>Telephone number</b>	01482 631208
<b>Fax number</b>	Not applicable
<b>Email address</b>	chris.abbott@southhunsley.org.uk



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