

Inspection of South Hunsley School and Sixth Form College

East Dale Road, Melton, North Ferriby HU14 3HS

Inspection dates: 19 and 20 March 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Sixth-form provision	Outstanding
Previous inspection grade	Outstanding

The headteacher of this school is Michaela Blackledge. This school is part of The Education Alliance, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Jonny Uttley, and overseen by a board of trustees, chaired by Karen Dow. There is also an executive principal, Scott Ratheram, who is responsible for this school and 10 others.

This school was last inspected under section 5 of the Education Act 2005, 11 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between graded inspections under section 5 of the Act. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection.

What is it like to attend this school?

Pupils are provided with a huge range of opportunities to achieve their potential at this school. Pupils study a wide selection of academic and vocational courses that support their aspirations. They enjoy learning and value the quality of lessons. Pupils make excellent progress through the curriculum and achieve beyond what might be expected. A small number of pupils do not receive the precise support they need.

Pupils behave well in lessons and self-regulate their behaviour around the school site. Bullying does not happen often and is dealt with when it occurs. Pupils feel safe and trust adults.

Pupils enjoy a myriad of experiences that broaden their cultural knowledge. For example, pupils can take part in the Duke of Edinburgh's Award, tend an allotment, learn about aviation, practise debating and contribute to school drama productions. Pupils have access to an exceptional range of sports opportunities.

Sixth-form students are an integral part of the school. They support younger pupils with mindfulness. They help pupils to develop coping strategies for examinations. They lead improvements to provision at the school and actively engage with the wider community.

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

Pupils benefit from a well-developed and research-informed curriculum. Leaders have ensured that the curriculum develops the knowledge and skills that pupils need to be successful. Pupils, including students in the sixth form, can choose from a variety of courses that unlock a wide range of future opportunities. Pupils are well prepared for their next steps in education, employment or training.

Teachers have excellent subject knowledge and are well trained. Across all key stages, pupils experience lessons that are finely tuned to allow them to know and remember more over time. For example, pupils are regularly taught and reminded of subject-specific vocabulary. As a result, they develop confidence in their command of the subject and can articulate this to others. Teachers are adept in their use of questioning. Teachers skilfully probe pupils' knowledge and adapt questions to develop understanding.

Pupils make very good progress through the curriculum. Teachers use frequent assessment to accurately gauge understanding and correct misconceptions. Pupils act on the feedback they receive and improve as a result. Students in the sixth form feel exceptionally well supported by their teachers. They make excellent progress as a result.

The school's approach to the curriculum is ambitious and thoughtfully designed to ensure strong progress of all pupils. This includes those who are disadvantaged and those with special educational needs and/or disabilities (SEND). In most cases, this

works well. The vast majority of pupils perform well in public examinations. However, in some cases, pupils with specific needs do not receive the precise intervention that they need. This has resulted in some gaps in provision, particularly for pupils who are not fluent readers. The school has plans to address this area.

Pupils attend school regularly and value their lessons. The school's work on promoting attendance has had significant impact and trends continue to improve.

Pupils have positive attitudes and show respect to their peers and to staff. A small number of pupils have not yet developed these positive attitudes. A small number of pupils reflect that the actions of a minority make them feel uncomfortable. Leaders are addressing this.

The school provides an exemplary programme of personal development. Pupils learn about pertinent information such as keeping healthy, fundamental British values and protected characteristics. Students in the sixth form learn about relevant topics such as contraception and the dangers of drug abuse. Pupils have numerous leadership opportunities that directly influence the school. For example, sixth-form students lead a 'Changemakers' group that promotes diversity. The group has brought about changes to food technology lessons, ensuring that a range of dishes from different cultures are considered. Pupils that are members of the 'Eco-Committee' have led the introduction of cardboard recyclable drinks bottles to the school.

Pupils are well supported with future careers and destinations. The school has embedded careers into the curriculum. Pupils learn about employability skills and career opportunities throughout their lessons. Pupils encounter a range of employers and training providers. They are well informed about their options for the future.

Leaders prioritise staff well-being. The school has established a workload and ethical leadership charter. Staff report that this has had notable impact. Staff feel well supported and enjoy working at the school. Staff are supported to develop their expertise through a range of tailored training opportunities. Trustees and governors have a good understanding of the school and hold leaders to account effectively.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school is refining the nature of the support it offers to some pupils with specific needs, in particular those who are not confident readers. Currently, the support offered to weaker readers lacks precision in meeting their needs. This limits the progress that these pupils are making now. The school should ensure that support provided for pupils, including the use of phonics-based intervention for weaker readers, is precisely matched to their needs.
- A small number of pupils do not display the positive attitudes and behaviour of other pupils. A small number of pupils feel uncomfortable about the behaviour of others. The school should continue its work to ensure that behavioural policies, systems and education establish consistency and positive attitudes in all pupils.

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	136667
Local authority	East Riding of Yorkshire
Inspection number	10315563
Type of school	Secondary
School category	Academy converter
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	2,107
Of which, number on roll in the sixth form	376
Appropriate authority	Board of trustees
Chair of trust	Karen Dow
Chief Executive Officer	Jonny Uttley
Headteacher	Michaela Blackledge
Website	www.southhunsley.org.uk/
Dates of previous inspection	14 and 15 May 2013, under section 5 of the Education Act 2005

Information about this school

- The most recent inspection of the school took place in May 2013, where the school was judged to be outstanding overall.
- The school is part of The Education Alliance Trust.
- The headteacher has been in post since September 2023.
- The school uses four registered alternative providers of education.
- 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.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, other leaders, staff and pupils. They also met with leaders from The Education Alliance Trust.
- Inspectors carried out deep dives in these subjects: drama, business studies, mathematics, history, modern foreign languages and English. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors visited lessons and considered how the needs of disadvantaged pupils and pupils with SEND were addressed. They observed pupils at various times of the school day.
- Inspectors spoke to representatives from two alternative provisions used by the school.
- 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 considered all views shared during the inspection, including those from pupils, staff, parents, carers and other stakeholders, gathered through on-site activity, inspection surveys or otherwise.

Inspection team

Chris Carr, lead inspector	His Majesty's Inspector
Penny McDermott	Ofsted Inspector
Liz Cresswell	Ofsted Inspector
Dan Whieldon	Ofsted Inspector
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