

Hodge Hill Sports and Enterprise College

Inspection report

Unique Reference Number	103503
Local Authority	Birmingham
Inspection number	355394
Inspection dates	8–9 November 2010
Reporting inspector	Stephen Walker

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

Type of school	Secondary
School category	Community
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	1179
Appropriate authority	The governing body
Chair	Malcolm Sparkes
Headteacher	Marie McMahon
Date of previous school inspection	20 February 2008
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Introduction

This inspection was carried out by five additional inspectors. The inspectors visited 50 lessons and observed 27 teachers. They also held meetings with the headteacher, the Chair of the Governing Body, staff and groups of students. Inspectors observed the school's work and looked at a range of evidence, including the school improvement plan, the tracking system to monitor the students' progress, safeguarding documentation, the work students were doing in their books and the questionnaires completed by staff, a sample of students and 82 parents.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- Are there differences between rates of progress made in subjects and by different groups of students?
- How effective are the strategies to improve standards of attainment in English and mathematics?
- What aspects of personal development of the students are now better than satisfactory?
- Are the roles and responsibilities of the senior staff developed sufficiently to drive improvements in the school?

Information about the school

The college is larger than the average secondary school. It is situated in the north-eastern part of Birmingham and serves students predominantly from Hodge Hill and Washwood Heath. There are nearly twice as many boys as girls, primarily because the college shares its site with a single-sex girls' school. The college also shares premises with Braidwood School for the Deaf and students from this school participate in physical education lessons and some courses in Years 10 and 11. Birmingham Metropolitan College run some post 16 courses on the school site.

Over three quarters of the students are from minority ethnic backgrounds with over a half from Pakistani heritage and the remainder from Black and Bangladeshi backgrounds. Just under a quarter of the students are from White British backgrounds. Around two thirds of the students speak English as an additional language. Demographic changes in the locality are leading to increasing numbers of Asian students being admitted to the college. The proportion of students with a range of special educational needs and/or disabilities is average. The percentage of students known to be eligible for free school meals is well above average.

The school was designated as a specialist sports and enterprise college in 2007. The school has received Investors in People and Quality Mark awards and National Healthy School status.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. There have been significant improvements in both the academic achievement and personal development of the students. The headteacher provides very effective leadership so that there is a clear vision for continuous improvement in the school. Most parents and carers speak very highly of the school and the support for their children. One parent wrote: 'I feel that the school has gone from strength to strength over the last few years. My children have done really well at this school and the staff are very supportive.'

Students make good progress, given their below average starting points, and leave with broadly average standards. The 2010 GCSE results for Year 11 are well above the national average with 91% of students gaining five A*- C grades. However, attainment in English and mathematics is still slightly below average at GCSE and progress in these subjects is not as rapid as in other subjects. The standards of attainment in the majority of subjects, particularly business studies, science, information communication technology and the vocational options are well above the national average. Substantial improvement in attainment at the school over the last three years has been due to the good quality teaching and the targeted support for students who need extra help with their learning.

The rigorous tracking system for progress is identifying underachieving students, who then receive appropriate support through a range of intervention strategies. However, a significant number of students do not have sufficient confidence in the key skills in literacy and numeracy in preparation for external examinations. Below average students are not yet sufficiently supported to gain higher grades in English and mathematics. The assessment information shows that students are set challenging targets in all years and the majority are making at least good progress in their work. The key challenge for the school is to ensure that all students are sufficiently supported so that standards of attainment in English and mathematics are above the national average.

Curricular provision is good and reflects the positive impact of the sports and enterprise specialist status. The good range of academic and vocational options in Years 10 and 11 have increased student motivation and supported the high level of success in GCSE examinations. Teaching is good overall so that students work hard and show a commitment to do well in their studies. However, there are insufficient opportunities for independent work so that students take more responsibility for their learning. The good standard of care, guidance and support is greatly supporting the improvements in the personal development of the students. Students of all ages feel very safe and secure in the school. The behaviour of the majority of students is good and there is an atmosphere of mutual respect between teachers and students. Attendance is now in line with the national average although there is persistent absence among a small but significant number of students.

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Self-evaluation is accurate and the school is in no doubt about the improvements needed. Strategic planning is good and there are clear actions for improvement. The clear vision and ambition of the headteacher and leadership team, the rigorous systems for tracking student progress and the significant improvements in standards indicate that the school has a good capacity to improve.

What does the school need to do to improve further?

- Raise standards of attainment across the school so that the proportion of students attaining five A*-C grades at GCSE, including English and mathematics, is above the national average by ensuring that teachers :
 - support all students to gain a solid foundation in the key skills in literacy and numeracy in preparation for external examinations
 - identify and provide support for students who need additional assistance in their work in English and mathematics
 - encourage students to take more responsibility for their learning.
- Improve the level of student attendance so that it is above average for all groups by making sure that the school is:
 - identifying individuals and groups of students whose attendance is unsatisfactory
 - developing rigorous systems for monitoring and following up absences
 - working positively with students, parents and community leaders in order to improve the level of attendance.

Outcomes for individuals and groups of pupils**2**

Evidence from students' work seen during the inspection demonstrates that the majority of classes are making at least good progress during the current year. The atmosphere in most lessons is positive and the students want to do well. Most students enjoy learning and make good and often excellent progress from their low starting points. For example, Year 10 students were fully engaged in their English lesson and made good progress when developing their understanding of how poetry uses language and structure.

By the end of Year 9, students make good progress and more students are now attaining the higher levels in English and mathematics. Attainment in the majority of subjects at GCSE is well above average so that the vast majority of students gain the higher grades in their examinations. Standards in English and mathematics are improving but are still below the national average. The school is actively developing strategies to improve the standards in literacy and numeracy. It has been particularly successful in raising the attainment of boys in English. The tracking information on student progress indicates that standards in English and mathematics are now close to the national average in Years 10 and 11. Students with special educational needs and/or disabilities make good progress in line with others. The school is very successful in supporting students who are learning English as an additional language. Students from all minority ethnic backgrounds make good progress in line with other students in the school, particularly when they gain confidence in their language skills. Students from White British backgrounds also make good progress in their work.

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Students are proud to be part of the school and are developing positive personal characteristics. Most students have a satisfactory understanding of how to adopt healthy lifestyles although only a small minority of students take part in the additional sporting activities provided by the school. Students raise money for a range of charities and organise sporting activities in the local primary schools. All students in Year 9 make a contribution to the local community through the Young Leaders Award. The Student Voice is active in supporting improvements in the school and students relish the opportunities to take responsibility, such as acting as Student Champions. Students develop a satisfactory understanding of what they have to do to succeed in their future education and careers. Students' spiritual, moral, social and cultural development is good and they show respect and sensitivity towards each other. The multicultural nature of the school enables students to develop a good understanding of different faiths and cultures so that there is a strong sense of shared values.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

The large majority of teaching is good as most teachers plan lessons which are appropriate to the abilities of the students. The warm and good humoured relationships between teachers and students ensure students grow in confidence to make good progress. Teachers are effectively clarifying learning outcomes and regularly checking the understanding of the students. Students are well-informed about their targets and how to

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improve their work. In the best lessons teachers plan a range of interesting activities and have high expectations of the students. As a result, students display enthusiasm and sustain high levels of concentration. Outstanding learning takes place when teachers extend the students and provide opportunities for independent thinking. However, not all teachers are fully encouraging students to take more responsibility for their own learning. Some teachers talk too much in lessons and tend to do the thinking and problem solving for the students.

The curriculum provides the students with an extensive range of learning opportunities. The school's specialist status ensures that there is enhanced provision in physical education and enterprise activities. It is also supporting innovative developments such as the skills and enrichment programme in Years 7 and 8. The extensive range of applied courses in Years 10 and 11 has encouraged many students to pursue particular vocational interests which meet their learning needs and allow them to succeed in examinations. The early accreditation programme is effective in raising expectations by encouraging entry to some GCSE examinations in Year 10. The programme of citizenship greatly supports the good personal development of the students. Revised schemes of work in English and mathematics are already supporting improvements in student progress although the further development of these skills is still a key area for improvement. The range of extra curricular activities and educational visits provides good opportunities to enhance students' enjoyment and experience of school.

Arrangements for care, guidance and support are strengths of the school. Students confirm that they are confident that any issues or concerns are addressed promptly and effectively. Good working relationships between the school and external agencies benefits students, ensuring their social and learning needs are met through effective programmes. Achievement coordinators, form tutors and support staff are fully involved in promoting the academic and personal development of the students. The well-targeted support for students as individuals has ensured high rates of success in examinations and positive attitudes towards school. However, systems for monitoring absences and improving attendance are not fully effective. The school is very successful in supporting students with special educational needs and/or disabilities. Students who speak English as an additional language are well supported and quickly integrate into the school. Good arrangements are in place to support a smooth transition from a range of primary schools. The transition classes in Years 7 and 8 provide good support for lower attaining students and those whose circumstances make them vulnerable. Structured guidance through the careers programme, and the support of personal mentors, helps students make confident and well-informed choices about their future.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

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How effective are leadership and management?

The headteacher provides strong and empowering leadership so that all staff are involved in the improvement of the school. She is very clear about the areas for development and is supporting the staff in raising the academic and personal outcomes of the students. The senior leadership team is also providing a strong impetus for improvement across the school. Rigorous systems for monitoring teaching and tracking student progress are supporting the significant improvements in the school. Subject leaders and achievement coordinators are developing their effectiveness in their planning, supporting and monitoring responsibilities.

Members of the governing body are well informed of the school's progress and areas for development. They are very supportive of the school and are effective in their evaluating and monitoring roles. Robust procedures for safeguarding meet statutory requirements and underpin the school's very caring approach. There is a strong commitment to inclusion and equal opportunities for all which ensures that the school is fully inclusive in integrating students from different ethnic and social backgrounds.

The school develops positive relationship with parents and carers. Parents and carers are given regular information about school events and the progress of their children. The school has good partnerships with the campus schools, Birmingham Metropolitan College and the consortium of local secondary schools. The school makes a good contribution to community cohesion and this has a positive impact within the school. Parents, carers and community leaders are invited to citizenship lessons to talk about the different faiths and religious festivals within the local community. The Mela party celebrated the different religious traditions in the area and was well supported by a large number of students and their families.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

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Views of parents and carers

Only a very small minority of parents and carers returned questionnaires. Most parents and carers are very positive about the work of the school and its impact on their children's learning. Responses to the questionnaire included a number of detailed comments emphasising the good leadership of the headteacher, the improvements in the school and the caring approach of staff towards their children. A small minority of respondents suggested the school does not deal effectively with unacceptable behaviour. Inspectors found clear evidence that the school deals effectively with students who display boisterous and occasionally challenging behaviour. A small minority of parents and carers also mentioned that the school does not help them to support their children in their learning. Inspectors have asked the headteacher to review this point with staff so that parent conferences and information evenings can be more informative. A few parents and carers indicated that the school did not take account of their views and suggestions. Leaders and governors acknowledge that there is still more to be done to involve parents and carers more actively in supporting learning and school improvement. Overall, parents' and carers' views reflect the inspection findings.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hodge Hill Sports and Enterprise College to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 82 completed questionnaires by the end of the on-site inspection. In total, there are 1179 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	33	40	38	46	9	11	2	2
The school keeps my child safe	31	38	39	48	4	5	5	6
My school informs me about my child's progress	31	38	41	50	4	5	4	5
My child is making enough progress at this school	25	30	42	51	7	9	2	2
The teaching is good at this school	26	32	44	54	6	7	1	1
The school helps me to support my child's learning	29	35	34	41	13	16	2	2
The school helps my child to have a healthy lifestyle	21	26	43	52	10	12	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	21	26	43	52	4	5	1	1
The school meets my child's particular needs	25	30	46	56	5	6	1	1
The school deals effectively with unacceptable behaviour	28	34	42	51	5	6	5	6
The school takes account of my suggestions and concerns	21	26	43	52	6	7	6	7
The school is led and managed effectively	28	34	43	52	3	4	4	5
Overall, I am happy with my child's experience at this school	32	39	39	48	5	6	3	4

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



10 November 2010

Dear Students

Inspection of Hodge Hill Sports and Enterprise College, Birmingham, B36 8HB

Thank you for making us so welcome and for talking to us during the inspection. We really enjoyed watching your lessons and looking at your work. It was also good to see you during breaks and lunchtimes despite the wind and rain! Hodge Hill Sports and Enterprise College is a good school. Your parents and carers told us how pleased they are with the improvements in the standards of education in the school.

There are many positive things about your school. You have a very effective headteacher who is working well with the governors and staff on improvements in the school. You are making good progress and achieving above the national average in many of your subjects at GCSE. Teaching is good and there is a positive learning atmosphere in most lessons. High standards of care, guidance and support are greatly supporting your academic and personal development. Your behaviour and general social and cultural awareness are good. We were very pleased to see you supporting the younger pupils in the primary schools and the students from Braidwood School for the Deaf. Well done! You are growing into confident, perceptive and positive young people. It is good to see how you show considerable respect towards each other regardless of age, religion or ethnicity.

We have asked the headteacher, staff and governors to do the following things to make the school even better.

Raise standards across the school so that the 5 A*- C grades including English and mathematics are above the national average.

Improve the level of attendance so that it is above the national average for all groups of students.

Encourage you to take more responsibility for your learning.

We would like to wish you success in your future education. Keep working hard and enjoying the many good things in your school.

Yours sincerely

Stephen Walker

Lead inspector

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