

Inspection of Hunters Hill College

Spirehouse Lane, Blackwell, Bromsgrove, Worcestershire B60 1QD

Inspection dates: 18–19 September 2019

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Requires improvement

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this school?

This school is failing its pupils. The quality of education is poor. Pupils leave at the end of Year 11 with weak skills in reading, writing and mathematics. Because of this, nearly all pupils who go on to college study courses at levels below what they should be studying. The school's expectations of what pupils can achieve are too low.

Some teachers try to raise standards in their subject. But too many staff accept low standards of work and poor behaviour. This poor behaviour is stopping pupils from learning.

Pupils themselves say that behaviour is mixed. They say that teachers deal with poor behaviour in different ways. Sometimes, the way behaviour is managed by staff puts pupils' safety at risk. Most pupils say that bullying happens but staff do their best to sort it out. Not all pupils are happy in school.

Pupils like the activities that are available at lunchtime. These include dodgeball, football, basketball, information and communication technology and 'Lego therapy'. Once a term, pupils value the opportunity to play matches against other schools.

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

Leaders are not clear about why they offer pupils some subjects and not others. For example, pupils do not study music or a modern foreign language. This may limit their options in the future.

Subject leaders are working hard to plan teaching in their subjects. They are trying to help pupils build up their knowledge and skills from one year to the next. But some staff leading subjects do not have the experience or knowledge to be able to do this. Senior leaders have failed to give these staff the training and support they need to do the job well.

Pupils make poor progress. Leaders have not given staff training on how to meet pupils' needs in the classroom. Staff do not use the information in pupils' education, health and care plans to plan their lessons. Staff do not know enough about autism spectrum disorder. Work set for some of these pupils does not challenge them. Teachers use worksheets and books that some pupils cannot read. This can lead to pupils walking out of the lesson or being aggressive towards staff because they cannot do the work.

Sometimes, the school uses alternative provision. This is for pupils who need a different type of provision. Leaders manage this well. They check pupils' well-being and make sure that they are safe.

Staff do not manage pupils' behaviour well enough. There is a lack of consistency between staff. Pupils say they do not know what is expected of them in different

lessons. Disruption to learning is high in most lessons. This mostly happens when pupils have cover teachers or supply teachers.

The school does offer pupils a range of opportunities and experiences. For example, a 'world of work day' is held for all years. Pupils in Years 10 and 11 can do work experience. Pupils visit places such as the skills show, working farms and Public Health England. These visits help pupils to learn about different jobs and careers. However, most of these visits and activities are only offered to Year 10 and 11 pupils.

Leaders and governors are not using extra funding well. There is no plan in place this year to show how funding is going to be used to help support disadvantaged pupils, nor is there a plan for improving pupils' literacy and numeracy knowledge and skills. Disadvantaged pupils do not achieve well enough. Governors have not challenged leaders about this.

Leaders and governors have not made the school better since the last inspection. For example, attendance is now worse than last year.

Staff morale is low. Staff do not always feel supported by leaders. As a result, the level of staff absence is high.

Safeguarding

The arrangements for safeguarding are not effective.

At times, pupils' safety is at risk because staff do not manage their behaviour well. When physical intervention is used, pupils do not get the chance to tell staff how they feel about it.

Staff training is up to date. Staff log concerns. Designated safeguarding leads maintain an oversight of these records. They escalate cases to the local authority when needed. However, the leadership and management of safeguarding are weak. The work of the safeguarding leads is not always checked. This may put pupils' safety at risk.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The quality of education is poor. Pupils' outcomes in many subjects are inadequate. Leaders need to provide subject leaders with the training and support they need so that they can improve their lesson planning. This will help pupils to know more and remember more.
- Pupils' literacy and numeracy skills are weak. They are not prepared well enough for the next stage in their education. Leaders need to use the extra funding for disadvantaged pupils to provide them with the help and support they need.

Governors need to check that this is happening.

- All pupils have additional needs. Staff are not meeting these needs. Leaders need to provide staff with specific training on autism spectrum disorder and social, emotional and mental health needs. This will help staff plan learning better and manage pupils' behaviour more effectively.
- The management of behaviour is putting pupils' safety at risk. Leaders need to train and support staff in ways to promote good behaviour from all pupils. The management of behaviour needs to be consistent.
- Pupils' attendance is too low. This is limiting their progress. Leaders need to find better ways to improve pupils' attendance.
- The oversight and leadership of safeguarding need to be strengthened. The designated safeguarding lead needs to check the work of other safeguarding leads. There needs to be consistency of actions. Governors need to make sure that this is happening.
- Staff morale is low. Staff need more support from leaders. They need to be given the skills and knowledge they need to do their jobs well.

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 Ofsted Parent View information 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.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	103609
Local authority	Birmingham
Inspection number	10124084
Type of school	Special
School category	Community special
Age range of pupils	11 to 16
Gender of pupils	Boys
Number of pupils on the school roll	115
Appropriate authority	The governing body
Chair of governing body	Mr Peter Evans
Headteacher	The Reverend Mr Andrew Lomas
Website	www.hhcollege.org
Date of previous inspection	16–25 October 2018

Information about this school

- The local authority is providing the school with additional support. It has placed two leaders in the school – one since May 2019 and the other since 16 September 2019.
- The school uses alternative provision provided by Southside Learning.
- The school provides provision for pupils with autism spectrum disorder and social, emotional and mental health needs.

Information about this inspection

We carried out this inspection under section 8 of the Education Act 2005. We deemed the inspection a section 5 inspection under the same Act.

We carried out this inspection of boarding provision under the Children Act 1989, as amended by the Care Standards Act 2000, having regard to the national minimum standards for boarding schools.

The inspection was aligned with social care.

In accordance with section 44(1) of the Education Act 2005, Her Majesty's Chief

Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

The school may not appoint newly qualified teachers.

- The inspection was carried out following a number of complaints made to Ofsted that raised serious concerns. Her Majesty's Chief Inspector decided that an inspection should take place to follow up the whole-school concerns that were raised. Inspectors sought to establish whether leaders and governors were providing a good standard of leadership and management, whether safeguarding was effective and how effective leaders were in the management of behaviour.
- Inspectors met with the headteacher, the acting executive headteacher, the acting deputy headteacher, the assistant headteacher and a representative from the local authority. Inspectors spoke to the chair of governors and a second governor on the telephone.
- The inspection focused deeply on English, science, physical education and art. We met with subject leaders, teachers from the departments and a group of pupils. We visited lessons and looked at pupils' work.
- An inspector checked the school's single central record and the procedures for the recruitment of staff. Inspectors met with the designated safeguarding lead and the safeguarding leads. Inspectors checked pupils' records.

Inspection team

Lesley Yates, lead inspector	Her Majesty's Inspector
Ann Pritchard	Her Majesty's Inspector
Derek Barnes	Ofsted Inspector
James McNeillie	Her Majesty's Inspector

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