

Inspection of The Hub School

Springhead Lane, Anlaby Common, Hull, East Yorkshire HU5 5YJ

Inspection dates: 5 and 6 April 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Leaders have established clear routines and systems in lessons and at social times. Pupils say that this helps them to feel safe and happy. They understand what is expected of them. Pupils told inspectors that staff care for them. Inspectors agree. Relationships between adults and pupils are warm, respectful and friendly. For example, pupils enjoy celebrating their birthdays with adults. Adults pay close attention to the emotional well-being of pupils. They act swiftly to support pupils when they recognise problems. Pupils work with the local community by, for example, helping to organise a food bank at the school.

Leaders are determined that all pupils will achieve highly. Curriculum plans are carefully considered, and tailored to the needs of the individual, especially for those pupils with special educational needs and/or disabilities (SEND). As a result, pupils access and complete a varied diet of qualifications. Teachers help pupils to do their best in lessons by planning varied lessons that appeal to pupils' interests. There are well-considered enrichment opportunities to broaden pupils' horizons. During the inspection, a group of pupils visited a theatre to watch 'Private Peaceful'.

Some pupils need help in regulating their behaviour. Leaders do this sensitively. As a result, behaviour in the school is good. There is a calm atmosphere. Bullying is rare. Leaders and teachers respond quickly to reports of bullying. It is not allowed to continue.

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

There has been prioritisation of work to improve the curriculum since the appointment of the headteacher in 2019. Middle leadership has been strengthened and continues to be developed. Governors play an important role in holding leaders to account and challenge staff at senior and middle leadership level. This work means that there is now a coherent and well-sequenced curriculum in place. It is challenging for pupils and offers a broad range of academic subjects alongside lessons on social and emotional development.

Leaders play close attention to the interests and abilities of individual pupils. They are responsive and flexible in adapting the curriculum for individuals, so that all pupils are supported to gain the best qualifications they can. By doing this, leaders aim to ensure that the number of pupils completing the English Baccalaureate is as high as it can be. Leaders use alternative provision with careful thought to enable pupils to access qualifications that cannot be delivered in The Hub School. This also helps to prepare pupils for moving into further education or training.

In lessons, teachers make regular checks on what pupils are remembering. Lessons are broken down, so that important information is taught and embedded before moving on. Pupils enjoy lessons, and the majority participate enthusiastically. When pupils miss lessons, teachers help them to catch up with missed learning. 'Student profiles' make teachers aware of the needs of pupils with SEND, and these

documents are used and updated regularly by teachers. Pupils with SEND are therefore well supported in lessons.

A small number of pupils are at the early stages of learning to read. They are identified quickly and offered timely support. However, the teaching of early reading is not enabling these pupils to catch up quickly with their peers. Leaders are in the early stages of developing a culture of reading through improving pupils' access to the school library and using computer software to build engagement. A common approach to the teaching of literacy is woven throughout the school curriculum to develop pupils' communication skills.

Leaders' effective implementation of clear routines means that behaviour across the school is good. Leaders identify problems and enact improvements quickly. For example, lunchtime has recently been extended to allow pupils more time to eat their meal and ensure that afternoon lessons can begin smoothly. Teachers feel well supported to deal with behaviour and there is a strong culture of support and respect for pupils throughout the school. Teachers embody the philosophy of de-escalation, and this helps to maintain the calm atmosphere in the school.

'Lifelong learning' lessons happen every week for all pupils, with the aim of broadening pupils' horizons. For example, pupils experience lessons about different cultures or artistic movements. The personal, social and health education (PSHE) curriculum is planned thematically. It therefore increases pupils' knowledge about, for example, relationships and consent, as they move through the school. Pupils' emotional needs are well attended to by a dedicated and caring team. Pupils appreciate the support they receive for their emotional well-being.

Parents and carers who contacted inspectors were overwhelmingly positive about the support for their children. Staff told inspectors that leaders are approachable and listen to their concerns. As a result, most staff are happy and proud to work at The Hub School.

Safeguarding

The arrangements for safeguarding are effective.

Clear systems and policies are in place. Staff understand how to report concerns to leaders for safeguarding. Any concerns are dealt with promptly, and outside agencies are involved as necessary.

Leaders are conscious of the increased vulnerability of pupils with SEND and plan the PSHE curriculum to raise pupils' awareness of the risks they may face.

Regular training for staff takes place and there is a daily debrief at the end of each day when any relevant updates can be communicated as necessary. This means that all staff have important information about the pupils they teach.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- There is no clear and systematic programme in place to teach pupils to read. This means that the very small number of early readers do not receive clear teaching that helps them to quickly learn to decode and read with fluency. Leaders should ensure that they identify and embed a clear system for helping early readers to develop fluency in their reading.

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.

If you are the school and you are 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	142135
Local authority	East Riding of Yorkshire
Inspection number	10212278
Type of school	Pupil referral unit
School category	Maintained
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	116
Appropriate authority	The governing body
Chair of governing body	David Waterson
Headteacher	Paul Grimes
Website	www.thehubschool.org.uk
Date of previous inspection	20 and 21 June 2018, under section 5 of the Education Act 2005

Information about this school

- Since the previous inspection, a new headteacher and deputy headteacher have been appointed. The senior leadership team has been restructured. There is new middle leadership in English and mathematics, and senior leaders are in the process of appointing middle leaders to the creativity and life skills and culture and discovery departments. Leaders are in the process of appointing a new, permanent, special educational needs coordinator.
- The Hub School is a pupil referral unit that caters for pupils on short-stay provision from their mainstream setting. It also has long-stay pupils for whom The Hub School is the school they attend and are registered at. There are also commissioned placements for pupils in Years 10 and 11 who often then access alternative provision. At the time of the inspection, there were no short-stay pupils attending the school.
- A large number of pupils who attend The Hub School have education, health and care plans around social, emotional and mental health.
- Pupils in Years 10 and 11 access some of their education and qualifications through a range of alternative providers. There are eight registered and 13

unregistered providers used by The Hub School. Currently, 40 pupils in Year 11 and 21 pupils in Year 10 spend some time at these providers.

- The school meets the requirement of the Baker Clause, which requires schools to provide pupils in Year 8 to 13 with information about approved technical education qualifications and apprenticeships.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders, and have taken that into account in their evaluation of the school.

- Inspectors carried out deep dives in English, geography, science, and design and technology.
- For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors spoke to senior leaders, including the headteacher, deputy headteacher and two directors of learning. Inspectors also spoke with the school business manager.
- To inspect safeguarding, inspectors scrutinised the single central record, spoke to leaders for safeguarding and spoke to teachers and pupils about safeguarding. They also looked at a sample of records relating to the school's handling of safeguarding cases.
- Inspectors spoke to groups of pupils formally and informally, including single-sex groups of pupils. School leaders were present in some of the meetings with pupils.
- Inspectors observed pupils' arrival and departure and observed social times. Inspectors also observed the daily debrief.
- Inspectors spoke to leaders with responsibility for behaviour and attendance and visited a sample of providers of alternative provision used by The Hub School. Inspectors also scrutinised the ways in which leaders assure themselves about the alternative providers they use.
- Inspectors spoke with recently qualified teachers and support staff.
- Inspectors considered the views of staff, pupils and parents through surveys, including the responses to Ofsted's Parent View and letters sent to inspectors during the inspection.

Inspection team

Matthew Vellensworth, lead inspector

Her Majesty's Inspector

David Mills

Her Majesty's Inspector

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 children looked after, 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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

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 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022