

Inspection of Hungerhill School

Hungerhill Lane, Edenthorpe, Doncaster, South Yorkshire DN3 2JY

Inspection dates:	10 to 11 December 2024
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Previous inspection grade	Outstanding

The headteacher of this school is Kate Crawford. This school is part of Brighter Futures Learning Partnership, which means other people in the trust also have responsibility for running the school. The trust is run by two co-chief executive officers, Helen Redford-Hernandez and Garath Rawson, and overseen by a board of trustees, chaired by Pippa Dodgshon.

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding for overall effectiveness at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since October 2012. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

Pupils embody the school values of respect, resilience, excellence, care and consideration, and honesty at this excellent school. Pupils regularly check the school worry box and pass any concerns to the safeguarding team. Pupils feel safe at the school. They are happy here and enjoy coming to school. One pupil captured the views of many, stating, 'I wouldn't want to go anywhere else; I am so lucky to attend this school.'

The school has extremely high expectations for pupils' behaviour and academic progress. Pupils, including disadvantaged pupils, achieve outcomes significantly above national averages in many subjects. Pupils have access to a wide and varied careers programme. They are ambitious and aspirational for their futures.

Pupils' behaviour and attitudes are exemplary. In the classroom, pupils are partners in their learning. They are enthusiastic about and interested in their learning. This creates a vibrant atmosphere in many classrooms.

Many pupils take on leadership roles across the school. The members of the student leadership group wear their blue ties with pride. They lead on raising money for a variety of charities. Extra-curricular ambassadors supervise lunchtime clubs, such as art. The sports leaders deliver activities to younger pupils. These opportunities help pupils to understand the importance of contributing to the community.

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

The school has developed a curriculum that is highly ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). A high proportion of pupils follow the English Baccalaureate pathway. The school has precisely identified the most important knowledge that they want pupils to learn. This knowledge slowly builds in complexity over time. Teachers have excellent subject knowledge. They carefully select teaching activities that are highly effective in supporting pupils' learning. Teachers regularly check learning and address misconceptions quickly. As a result, pupils have a deep knowledge of the curriculum. The quality of work that pupils produce is exceptional.

Reading is a high priority at the school. The school provides training for all staff to support pupils with their reading. In many subjects, teachers use carefully selected texts to support pupils' understanding of the curriculum. In form time, pupils read a class text. This helps pupils develop a love of reading. The school quickly identifies pupils who need extra support with reading. These pupils receive highly effective support. As a result, these pupils quickly gain the skills to read with confidence and fluency. This helps them to access successfully the range of subjects on offer.

The support for pupils with SEND is excellent. The school effectively identifies pupils with SEND. The school trains staff to adapt learning so that all pupils can access the curriculum. Teachers apply these adaptations consistently across the school. Pupils with SEND achieve remarkable outcomes.

Pupil attendance is high. The school applies an effective strategy to ensure that families and pupils receive support and challenge where appropriate. The school gives attendance a high profile through a whole-school rewards system. Pupils take pride in receiving this recognition. Staff consistently apply a highly effective behaviour system. As a result, low-level disruption is extremely rare.

The school has planned the personal, social, health and economic curriculum with the same care as the academic one. Pupils gain age-appropriate knowledge about relationships as they progress. They learn how to stay safe online and live healthy lives. The curriculum includes trips and activities that enhance learning and broaden cultural understanding. These include national competitions, visits to the Houses of Parliament, and a careers-themed visit to Yorkshire Wildlife Park. Pupils have access to a vast range of clubs, including sports, history, drama and music.

Governors and trustees have a clear understanding of their role. They provide support and challenge to school leaders where appropriate. The school provides a highly effective programme of professional development for staff. This directly impacts improvements to the quality of education. Leaders are mindful of staff workload. Staff feel listened to and valued at the school. They are proud to work at Hungerhill.

Safeguarding

The arrangements for safeguarding are effective.

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 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	137899
Local authority	Doncaster
Inspection number	10323028
Type of school	Secondary comprehensive
School category	Academy converter
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	1,172
Appropriate authority	Board of trustees
Chair of trust	Pippa Dodgshon
CEOs of the trust	Helen Redford-Hernandez and Garath Rawson
Headteacher	Kate Crawford
Website	www.hungerhillschool.com
Dates of previous inspection	17 and 18 October 2012, under section 5 of the Education Act 2005

Information about this school

- The school joined the Brighter Futures Learning Partnership in March 2012.
- The school appointed a new headteacher in September 2024.
- The school uses three unregistered alternative provisions.
- 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. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth-form

provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- Inspectors discussed the continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with senior leaders, a selection of subject leaders, teachers and the safeguarding and attendance leads.
- Inspectors carried out deep dives in these subjects: English, mathematics, geography, science, and design technology and engineering. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of their work. Inspectors also considered the quality of education in modern foreign languages, art and performing arts.
- To evaluate the effectiveness of safeguarding, 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 observed pupils' behaviour in a range of situations, including in corridors, at social times, at lesson changeover and in lessons. They also spoke to pupils about behaviour and bullying.
- Inspectors spoke with leaders, teachers and pupils about the school's programme of personal development.
- The lead inspector spoke with the CEO of the trust, members of the trust board, including the vice-chair of the trust, and members of the local governing body.
- Inspectors considered the views of pupils, parents and carers and staff through discussions and looking at information collected from Ofsted Parent View.

Inspection team

Chris Sergeant, lead inspector	His Majesty's Inspector
Vicky Callaghan	Ofsted Inspector
Gill Senior	Ofsted Inspector
Dimitris Spiliotis	Ofsted Inspector
Pali Dhesi	Ofsted Inspector

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