

# South Hunsley School

## Inspection report

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<b>Unique Reference Number</b>	118077
<b>Local Authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	312802
<b>Inspection date</b>	15 November 2007
<b>Reporting inspector</b>	Marianne Young HMI

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

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<b>Type of school</b>	Secondary
<b>School category</b>	Community
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	1518
6th form	342
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Terri Beasley
<b>Headteacher</b>	Miss Chris Abbott
<b>Date of previous school inspection</b>	1 March 2004
<b>School address</b>	East Dale Road Melton North Ferriby HU14 3HS
<b>Telephone number</b>	01482 631208
<b>Fax number</b>	01482 634186

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## Introduction

One of Her Majesty's Inspectors together with an Additional Inspector visited the school and evaluated its overall effectiveness. The inspectors investigated the following areas: the progress made by the students, the quality of teaching and learning, students' personal development and well-being, the curriculum, academic support and the leadership and management of the school. Evidence was gathered by observing lessons, scrutinising school documentation and questionnaires completed by parents, and by talking with students, teachers, the headteacher and members of the governing body.

## Description of the school

South Hunsley is a popular oversubscribed secondary school with double the average number of students on roll. It is situated in the village of Melton in the East Riding of Yorkshire and serves a semi-rural community. Almost all students are of White British backgrounds. The proportion of students eligible for free school meals is well below average. The proportion of students with a statement of special educational need is lower than that expected nationally. The school has held engineering and technology specialist status since 2004. It has recently been re-designated as a specialist training school and has gained the following awards - Sports Partnership, Healthy Schools and Investors in People. The sixth form is part of a consortium with three other secondary schools.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

South Hunsley is a good school. Since the previous inspection it has come a long way and now has a number of outstanding aspects. These are in the students' personal development and their care, the curriculum and the leadership of the senior team. There is a high level of concern for, and commitment to, students' welfare; this underpins their good progress, enjoyment and well-being. Well considered support is given both to able students and to those who find learning difficult, helping them to make good progress. As one student put it, 'The school is brilliant at helping us with any problems'. Another succinctly summed up the school as, 'Mint!'

Students' attitudes towards their learning are very positive and most are extremely keen to do as well as they possibly can. Although a very small number of the parents who responded to the questionnaire had some concerns about students' behaviour in lessons, inspectors found that generally behaviour is good. Students enjoy going to school, and this is reflected in their excellent attendance which is well above national levels. There are extensive opportunities for students to develop their appreciation and understanding of other cultures through, for example the excellent enrichment activities and trips within Britain and to places abroad. The trip to Ribblesdale was described to inspectors by some students as being, 'The highlight of Year 8'. Students' social skills are developed very well and they feel confident that their views and opinions are valued. Students are rightly proud of their school and become increasingly mature, sensible young people well prepared for their adult working lives. The care afforded to students ensures that they are given good support and information when they transfer from primary schools and when they decide on their subject choices at the end of Year 9 and Year 11.

The majority of students start school with standards above those expected nationally. The standards attained by students at the end of Year 11 are well above those expected nationally and represents their good progress. In 2007, the proportion of students attaining 5A\*-C grades at GCSE, including English and mathematics, increased by 7% compared to the results in 2006. Some less able students in Year 11 follow non- accredited courses and achieve well. In the national tests for students in Year 9, boys and girls continue to reach the higher levels in mathematics and science compared to those in English. The situation is of concern to senior managers and they are working hard, together with the department, to improve and monitor students' performance in English.

Visits to lessons during the inspection reinforced the accuracy of the school's judgement that the quality of teaching and learning is good. The school is already well on its way to making sure that all teaching is as good as the very best. Teachers have good subject knowledge and many have high expectations of their students and communicate this through their enthusiasm for their subject. Students report that they enjoy 'exciting' lessons where they are encouraged and expected to find things out for themselves and not rely on their teachers to provide the answers. The school is currently working to ensure that all teachers use the detailed information available on student performance, to effectively plan their lessons.

The school is very responsive to the needs of its students and is constantly looking at ways to improve and develop the curriculum. Recent reviews have resulted in modifications that are designed to better meet the needs of all pupils, for example, the Venture course for those students who are not well suited to a traditional GCSE programme. Students are very appreciative of, and participate very well in the very extensive range of extra-curricular and enrichment activities. An extensive and well planned programme to develop students' understanding of

citizenship through personal, social and health lessons is having an extremely positive impact on their personal development. The school is aware of the need to assess more accurately students' progress and attainment in citizenship.

The headteacher demonstrates inspirational and visionary leadership. She is ably supported by a very knowledgeable and capable senior team. Led by the headteacher, senior managers have developed an entrepreneurial approach for the school which has resulted in improved facilities for students and exceptional links with local businesses and other organisations. The school's work with an extensive range of external partners, in particular to establish the school's specialist status, has heightened the profile of the school locally and nationally. These links have raised expectations for students about what they might achieve. Inclusion and equality of opportunity are at the heart of the work of the school. Governors afford staunch support to the school, are regularly involved in school life and they play an essential part in forward planning. Senior managers and governors are rigorous in their evaluation of performance and in taking action to remedy weaknesses.

The recent re-organisation of academic staff has led to many middle managers now increasingly playing their part, more effectively monitoring and evaluating their subject area and ensuring that accountability for the students' achievements is shared by all teachers. This work, together with the continued rise in standards, and the significant improvements since the previous inspection to the fabric and facilities in the school, is indicative of the excellent capacity for further improvement. Senior leaders together with the governing body, have clearly identified in the school development plan, certain issues which they judge will help to move the school forward. Leaders and governors are not complacent in their quest to provide the best possible education and facilities for the students. As a result, the school provides first class value for money.

## **Effectiveness of the sixth form**

### **Grade: 2**

This is a successful sixth form which is well led and managed. In 2006, results for Advanced Supplementary (AS) and Advanced level (A2) examinations were above average. Results for AS level were similar in 2007, but dipped for A2. Whilst the overall pass rate was good, some students did not achieve as they should have. The proportion of passes at the higher grades of A and B fell compared to the previous year. Most students successfully complete their courses and are able to access their higher education and career ambitions. Given their attainment on entry to the sixth form, students' overall achievement and progress are good. Some achieve beyond expectation, but in 2007 a significant group did not reach their target grades. Systems for checking students' progress have been strengthened in response to a review of last year's performance. A group of students at risk of underachievement has been identified and their progress is being closely monitored. As a result, they are clear about the school's expectations of them.

Students enjoy being in the sixth form, and they say they are well supported academically and personally. The best teaching is lively and challenging; it fosters students' responsibility and their independent learning well. Students respond well to this; they have positive attitudes to learning and are keen to succeed. There is an increasing focus to ensure students do as well as they should. The personal development of students is a significant strength, and is nurtured and supported by a vigorous enrichment programme. Students participate in this enthusiastically and enjoy opportunities to help younger students or serve the school community in a variety of ways. The sixth form is developing well and is part of a successful consortium that enables

a wide range of courses to be provided for its students. The school acknowledges the need to ensure a closer match between appropriate courses and students' aspirations and capabilities, and is actively working to ensure this takes place.

### **What the school should do to improve further**

- Ensure that all teachers use the information about the ability levels of each student consistently when planning their lessons.
- Increase the proportion of top grades at Advanced Level and ensure all pupils reach their expected targets.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall	16-19
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	2
Effective steps have been taken to promote improvement since the last inspection	Yes	Yes
How well does the school work in partnership with others to promote learners' well-being?	1	1
The capacity to make any necessary improvements	1	2

### Achievement and standards

How well do learners achieve?	2	2
The standards <sup>1</sup> reached by learners	2	2
How well learners make progress, taking account of any significant variations between groups of learners	2	2
How well learners with learning difficulties and disabilities make progress	2	

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	1
The extent of learners' spiritual, moral, social and cultural development	1	
The extent to which learners adopt healthy lifestyles	2	
The extent to which learners adopt safe practices	2	
How well learners enjoy their education	1	
The attendance of learners	1	
The behaviour of learners	2	
The extent to which learners make a positive contribution to the community	1	
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	2
How well are learners cared for, guided and supported?	1	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.



## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	
How effectively leaders and managers use challenging targets to raise standards	1	
The effectiveness of the school's self-evaluation	2	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2	
The extent to which governors and other supervisory boards discharge their responsibilities	2	
Do procedures for safeguarding learners meet current government requirements?	Yes	Yes
Does this school require special measures?	No	
Does this school require a notice to improve?	No	

## Text from letter to pupils explaining the findings of the inspection

16 November 2007

Dear Students

Inspection of South Hunsley School, East Riding of Yorkshire, HU10 3HS

Thank you for making me and my colleague so welcome when we visited your school recently. We enjoyed talking to some of you and hearing what you like best about South Hunsley School, and also to talk about how well many of you are doing. A few of your comments are included in the report. Many of your parents took time to complete the questionnaire sent to them. Please thank them; I enjoyed reading their comments. A special note of thanks goes to two of the sixth form students who gave me a very comprehensive tour and introduction to your school.

We found that South Hunsley is a good school where you are well taught and which provides you with a good education. Some aspects of the school are outstanding, especially the way you are cared for, helped to become mature and confident young people and in the choice of subjects offered to you. You behave well in school and are quick to complain to your teachers if the very small minority try to mess about in lessons. It is clear that you enjoy the extensive range of visits and extra-curricular activities, and you also value how your teachers generously give their time to support you as individuals and in your studies.

The headteacher, senior staff and governors know the school's strengths and what they need to do to ensure that your school continues to improve. We have asked Miss Abbott and the governors to do two things to improve your education further and you need to play your part helping to achieve them:

- Make sure that all teachers plan lessons carefully using all the information about your individual abilities so that your work is at the right level for you.
- Make sure that as many as possible of you gain the top grades in your A level examinations.

With good wishes to all at South Hunsley School.

Yours sincerely

Marianne Young

Her Majesty's Inspector