

Inspection of Sir John Hunt Community Sports College

Lancaster Gardens, Whiteleigh, Plymouth, Devon PL5 4AA

Inspection dates: 21 and 22 September 2022

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

What is it like to attend this school?

Leaders have high expectations of pupils. They are ambitious for pupils' learning and conduct. For example, leaders expect pupils to be polite and courteous. Pupils speak positively about this expectation, and they live up to it. They know that leaders are preparing them to be respectful members of society.

The school has a calm atmosphere where pupils feel safe. Pupils behave well so that learning is not disrupted. Pupils talk positively about their learning. However, sometimes teaching does not promote pupils' discussion of subject content.

There is a strong emphasis on developing pupils' character. Staff reward pupils when they demonstrate the school's values of ambition, endeavour and respect. Pupils appreciate that leaders celebrate pupils' exemplary contributions to school life.

Relationships between staff and pupils are respectful. Pupils describe adults in the school as good role models. Older pupils take on leadership responsibilities. Sixth-form students are keen to make an active contribution to the school. They, too, set a positive example for younger pupils.

On the occasions that bullying occurs, leaders take effective action to resolve it.

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

Leaders are ambitious and determined that every pupil will follow a broad curriculum. For pupils at key stage 4, the English Baccalaureate (EBacc) is at the heart of leaders' educational vision. Leaders have made changes to the design of the curriculum to make this possible. They have improved the quality of teaching at key stage 3. As a result, more pupils are studying EBacc subjects. In the sixth form, leaders have devised ambitious programmes of study that prepare students for future success.

Leaders have designed the curriculum so that pupils learn knowledge in a clear sequence. They have carefully considered the most important knowledge that pupils need to remember. Leaders ensure that there is a consistent approach to teaching across all subjects. This approach is drawn from educational research about effective teaching.

Teachers present information in a clear and deliberate manner and check pupils' understanding. They respond quickly to correct pupils' misconceptions and use assessment to adapt curriculum plans. This helps pupils to learn the curriculum that leaders have planned. At times, however, teaching does not promote appropriate discussion of subject knowledge. As a result, pupils sometimes do not embed knowledge as fluently as they could.

Leaders identify pupils with special educational needs and/or disabilities (SEND). They provide useful information to teachers about how to meet the needs of pupils

with SEND. Where this is used well, teaching meets the needs of pupils with SEND effectively. However, sometimes the information is not used as well as it could be.

Leaders have recently implemented a reading programme for pupils whose reading is weaker. As it is in its infancy, the programme is not as effective as leaders intend. Some pupils in the early stages of reading are not gaining the fluency and accuracy they need. This means that they do not always learn the wider curriculum as well as they could.

Leaders have planned a coherent curriculum for pupils' personal, social and health education (PSHE). Pupils learn about protected characteristics and the importance of respecting people from other backgrounds. PSHE in the sixth form does not build on the programme in the lower school as effectively as it could. Leaders have reflected carefully to ensure that relationships and sex education content is age appropriate.

Pupils, including students in the sixth form, receive effective careers advice, information and guidance. This meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships. This helps pupils prepare for the next steps in their education. The school makes useful links with local education and training providers. Pupils say that this helps build their aspirations for the future. Pupils participate in meaningful experiences that help them encounter the world of work.

Governors have a clear vision for the school. They have ensured that leaders have implemented a strategy to improve the quality of education. Governors engage with partners in the community to help realise the school's ambitions for pupils. A small minority of parents and carers expressed concerns about the day-to-day running of the school. Leaders are seeking to engage with these parents in a way that supports pupils' education.

Leaders provide effective support to develop teachers' subject and pedagogical knowledge. Staff are very positive about the support they receive from leaders. They are proud to work at the school. Those newest to teaching speak particularly highly of the support they receive. Leaders listen carefully to staff. This helps them manage staff well-being and workload.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand the importance of identifying and responding appropriately to safeguarding concerns. Leaders provide effective training.

Leaders keep abreast of emerging local and national safeguarding issues. This helps them raise awareness among pupils about how to keep safe. This includes keeping safe from sexual harassment and abuse, including when online.

Leaders engage with safeguarding partners to secure the help that pupils need. Leaders challenge providers to ensure that appropriate support is put in place.

Processes for the management of safeguarding are effective. The necessary checks are carried out on adults working at the school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Teaching does not always promote appropriate discussion about subject content. As a result, pupils sometimes do not embed and use knowledge as fluently as they could. Leaders should ensure that teaching promotes appropriate discussion.
- The reading programme is in its infancy and is not currently having the intended impact. This means that some pupils in the early stages of reading are not gaining the fluency and accuracy they need. Leaders should improve the early reading curriculum to ensure that every pupil has the foundations for future learning.

How can I feed back my views?

You can use 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](#)' 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	113533
Local authority	Plymouth
Inspection number	10211737
Type of school	Secondary comprehensive
School category	Foundation
Age range of pupils	11 to 19
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	815
Of which, number on roll in the sixth form	93
Appropriate authority	The governing body
Chair of governing body	William John Bale
Principal	Julie Bevan
Website	www.sjhcsc.co.uk
Date of previous inspection	8 October 2020, under section 8 of the Education Act 2005

Information about this school

- The school is in a federation with a local primary school. They share a governing body.
- The school uses one unregistered alternative provision.
- The proportion of pupils with SEND is above average.
- The proportion of disadvantaged pupils is above average.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information 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.

- 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 held discussions with the principal, members of the senior leadership team, curriculum leaders, members of the governing body and a representative from the local authority.
- Inspectors carried out deep dives in English, mathematics, geography, science and modern foreign languages. For each deep dive, inspectors discussed the curriculum with subject leaders, looked at curriculum planning, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, inspectors scrutinised the single central record of adults working in the school. The lead inspector met with the designated safeguarding lead and examined the school's safeguarding records. Inspectors also spoke with a range of pupils and staff about safeguarding.
- Inspectors considered the responses to Ofsted's online survey, Parent View, including free-text comments. Inspectors also considered the responses to Ofsted's online survey for staff and to Ofsted's online survey for pupils.
- The lead inspector spoke to alternative providers used by the school and local authority staff.

Inspection team

James Oldham, lead inspector	His Majesty's Inspector
John Weeds	Ofsted Inspector
Jon Webb	Ofsted Inspector
Jenny Maraspin	Ofsted Inspector

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