

Jack Hunt School

Ledbury Road, Peterborough, PE3 9PN

Inspection dates 2–3 May 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Attainment and progress are increasing in all key stages.
- Progress rates in English and mathematics, and for 5 A*-C, including English and mathematics, are rising rapidly.
- The school is reinforcing literacy and numeracy skills across subjects.
- The sixth form is good. Sixth form students make good progress. Attainment is rising at both A and AS level.
- Disabled students and those who have special educational needs make very good progress, particularly in the resourced provision for students with special educational needs.
- Teaching is good and some is outstanding. There is no inadequate teaching.
- Books are regularly marked and students' presentation is good.
- Behaviour is good in and out of lessons.
- Students feel safe and parents and carers agree.
- The headteacher is working effectively with senior leaders, staff and governors to drive improvement forward.
- Subject leaders use data well to monitor and evaluate student progress and adjust their planning.
- Governors support and challenge the school effectively through regular visits and have a good understanding of the school's place in the local community.
- Spiritual, moral, social and cultural development is well promoted.
- Students' attitudes to the school and to learning are very positive.

It is not yet an outstanding school because

- Teaching is not yet consistently outstanding. A very few lessons require improvement because pace and challenge are not rapid enough.
- In some lessons, students have too few opportunities to take a lead or explore learning independently.
- Sometimes, marking does not show students how to improve their work.
- Opportunities for students to develop their learning through further reading and research are inconsistently developed.

Information about this inspection

- The inspection team inspected 44 lessons taught by 44 staff.
- Inspectors held meetings with the headteacher, governors, staff, representatives from the local authority and groups of students.
- Inspectors took account of the 69 responses to the online questionnaire (Parent View) and the 23 staff questionnaires in planning and carrying out the inspection.
- Inspectors observed the school's work. They also looked at the school's improvement plan, data on students' attainment and progress, monitoring and self-evaluation procedures, a range of policies and the arrangements for safeguarding students.

Inspection team

Michael Sutherland-Harper, Lead inspector	Additional Inspector
Susan Cox	Additional Inspector
John Greevy	Additional Inspector
Colin Lower	Additional Inspector
Rosemary Barnfield	Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized secondary school.
- White British and Pakistani students are the largest ethnic groups in a school where 58 languages are spoken. Some students enter the school with little or no English and at times other than the usual joining points.
- The proportion of disabled students and those who have special educational needs supported through school action is above the national average, as is the proportion supported at school action plus or with a statement of special educational needs.
- The proportion of students for whom the school receives the pupil premium is above average. This is additional government funding for children in the care of the local authority, children known to be eligible for free school meals and children from forces' families.
- The school has specialist units for hearing impaired and for physically impaired students, catering for 19 deaf students with statements and 15 without statements and for 8 physically impaired students.
- Alternative part-time education is currently provided for a small number of students, mostly in Year 11, who follow courses at Peterborough Regional College or at the pupil referral unit (Honey Hill) in Peterborough.
- The school provides a breakfast club.
- The school meets the government's current floor standards, which set the minimum expectations for students' attainment and progress.

What does the school need to do to improve further?

- Raise the quality of all teaching to good or outstanding by:
 - increasing the pace and challenge for all groups to ensure that progress is as rapid as possible
 - ensuring that all marking consistently shows students how to improve upon their work
 - providing additional opportunities in lessons for all students to take a lead and to work independently
 - increasing opportunities for students to develop reading and research skills.

Inspection judgements

The achievement of pupils is good

- Attainment on entry is below, and sometimes well-below, levels expected nationally. Students, including those who speak English as an additional language or join the school late, make good progress as they move through Key Stages 3 and 4.
- The proportion achieving 5 A*-C grades, including English and mathematics, although below national expectations, is now rising quickly. Performance in mathematics has been weaker than in English but standards in mathematics are approaching those achieved in English.
- Sixth form results are improving so that attainment is now broadly in line with national figures. This represents good progress because attainment on entry to the sixth form is slightly below national levels. Results are marginally better at A level than at AS with an improving trend at both levels.
- Intervention groups are highly effective. The breakthrough group in Year 7, which helps students to catch up through Year 7 catch up funding, targets improved reading and writing skills. Motivation and aim higher groups are run for Year 8. Saturday schools every Saturday from September to June cater primarily for Year 11, but also Year 10 and recently Year 9. Nurture and learning-to-learn groups are successfully addressing behaviour and learning skills. The breakfast club provides specific support for students in English and mathematics who need a little extra help.
- Data on student progress are regularly collected and analysed in increasing detail as part of the effort to close remaining gaps. Current data, incorporating banked results, show that a significantly larger number of students is expected to gain 5 A*-C grades, including English and mathematics, this year.
- Students entered early for GCSE examinations in mathematics make similar, and sometimes better, progress than their peers.
- Students who attend courses at other providers make similar progress to other students. The school makes weekly checks on their attendance and collects data regularly as part of the progress review. Staff visits ensure that students have been placed on appropriate courses.
- Disabled students and those who have special educational needs make better progress than their peers due to the consistently high quality of support they receive. Work is set at the correct levels to challenge all students, including those in the Hearing Impaired Unit and the Physically Impaired Unit.
- Staff in the Hearing and Physically Impaired Units are highly trained to respond quickly and effectively to individual needs. As a result of the consistently positive approaches used, these students make at least similar, and often better, progress than other students, including those with other special educational needs.
- The impact of the pupil premium is good. A wide number of interventions cover the needs of all abilities and are regularly reviewed. In 2012 students eligible for the pupil premium were five terms behind pupils nationally in English and 10 terms behind in mathematics. These interventions are rapidly narrowing the gaps. English is already on a par with the attainment of those students not eligible for the pupil premium. In mathematics the gap is expected to close in

the next four terms.

- Reading skills vary depending on levels at entry. Good progress occurs between Key Stages 3 and 4 as fluency and comprehension increase. Programmes and resources are being refined to meet individual needs better.
- Parents and carers feel that their children are making good progress. Students say that they enjoy lessons and feel well supported.

The quality of teaching is good

- Teaching is usually good or better. A very small amount requires improvement so the pace and challenge enable all students to progress as rapidly as possible.
- Inspectors and senior staff agreed on the grades awarded in joint lesson observations. Those grades are broadly in line with the school's lesson observations over time. School systems for the observation of teaching and learning are robust.
- Where teaching is strongest, teachers have deep subject knowledge, questioning techniques are good and students know how to improve their work. For example, the teacher's strong subject knowledge in a Year 10 mathematics lesson, combined with astute planning and clear expectations, meant that students were constantly engaged and confident in challenging assertions and explaining equations. Homework set often extends the work done in class. Literacy and numeracy are increasingly reinforced in other subject lessons across the school.
- In most lessons, teachers provide regular opportunities for students to consolidate skills by working on their own but in the few lessons which require improvement, delivery is too teacher-led. This limits opportunities for students to develop their reading skills and do research about the subject studied and thereby consolidate gains in understanding and skills.
- Reading is effectively taught. Progress across Key Stages 3 and 4 is steady because additional support is effectively put in place for lower-ability readers and all readers engage more with reading as they move through Key Stage 4. The school is currently looking for further ways to take reading forward through more engaging teaching techniques, books and reading materials and thereby complement the good teaching of writing and communication skills.
- The quality of teaching for disabled students and those who have special educational needs is consistently high. Work is provided at the correct level to challenge all students. Positive relationships based on mutual trust and respect lead to at least good student responses.
- The quality of teaching in the Hearing and Physically Impaired Units is especially strong because staff make highly effective use of sign language and encourage students to believe that they can achieve whatever they want to do.
- Sixth form teaching is good and some is outstanding. Teachers assess student progress regularly and revise their planning to address any possible underperformance. Information and communication technology and the virtual learning environment are well used to supplement the homework regularly set to consolidate skills.
- Regular assessment of student progress is a key feature of the school's efforts to raise attainment. Marking is good and often thorough but not all marking consistently shows students how to improve their work, thereby occasionally slowing progress in reaching the very highest

levels. Presentation is generally good.

The behaviour and safety of pupils are good

- Effective systems are in place to ensure that behaviour is good. Behaviour management is based on the use of restorative conversations to sort out difficulties and ensure that students are well behaved in and out of lessons. These interventions have improved behaviour across the school since the previous inspection.
- Staff have high expectations of behaviour, which is carefully monitored during the school day and outside of school, so that no student brings the school into disrepute of any kind. Parents and carers support the staff view that behaviour is good.
- Students behave well and have very positive attitudes to learning. They are well-mannered and respectful of each other and of staff. They feel that behaviour is good and that friendship with all is a strong feature of the school. They contribute well to the school by being role models and 'buddies' in the effective vertical tutoring system and are proud of such opportunities. The school makes constant and successful efforts to combat discrimination and ensure equality of opportunity for all its students through the emphasis on dialogue and friendship.
- Students say that they feel safe and are helped to keep themselves safe, especially with regard to internet safety. Parents and carers feel that the school helps to keep their children safe.
- Bullying is rare. When there are incidents, staff deal with them quickly and effectively. Students have a good awareness of the different types of bullying, such as name calling and homophobic bullying, and feel confident to report bullying to a member of staff if the need arises.
- Attendance has fluctuated since 2010 but is broadly average. A number of students arrive at the school mid-year. The school is working effectively to educate parents and carers about the importance of students attending school all the time. The school is doing all it can to improve attendance through initiatives like immediate response to absence and rewards for good attendance.
- Although permanent exclusions have been above average, the school's 'beyond the school gate' policy is having an impact in reducing exclusions. Any reports of physical violence, drug abuse or discrimination outside the school are dealt with decisively.

The leadership and management are good

- The headteacher has a focused picture of the school as a place which supports all students to achieve beyond their initial expectations. Together with the senior leadership team and governors, she has accurately identified areas for development and is successfully improving achievement and teaching to take the school forward.
- Leadership and management are not yet outstanding because, although attainment is now improving rapidly and expectations of the quality of teaching are rising through increased sharing of best practice in staff training sessions, standards are not yet at the highest level.
- Subject leaders make careful use of tracking data to regularly review performance in their departments and to make adjustments to planning. The wide range of interventions they have put in place to raise departmental standards are increasingly consistent and effective.

- Procedures for managing staff performance are carried out rigorously. Staff know they are responsible for the results of their classes. Promotion up the pay scales is not automatic. Progress towards targets is regularly reviewed with each teacher.
- The range of subjects on offer is broad, balanced and well organised. Lessons offer good learning opportunities on different pathways for all students, including new arrivals and disabled students and those who have special educational needs. Subjects are enriched by extended activities beyond the school day. The school is currently looking at ways to add challenge to the range of activities on offer.
- Leadership and management of the sixth form are good because student progress is carefully tracked and strategies quickly put in place wherever underperformance is identified. Students are placed on appropriate courses and pastoral support is strong.
- Spiritual, moral, social and cultural development is a strength. All aspects are well-developed in this multi-cultural community. Restorative justice, putting issues right, is a focus. Students are keenly aware of the needs of others, as shown by an assembly during the inspection which demonstrated graphically what it is like to be deaf, and keenly engaged all students present.
- The school has a light touch relationship with the local authority which offers regular support whenever needed and uses the school to demonstrate best practice in a number of areas.
- Safeguarding procedures meet all requirements and are well-managed. All staff undergo regular training in safeguarding, safer recruitment and child protection.
- **The governance of the school:**
 - Governance is good. Governors are supportive of the school, as shown by the large number who turned out to speak to inspectors. They contribute a variety of skills and have a secure understanding of data which enables them to accurately review the school's progress against other schools. Governors monitor teaching and progress through regular visits and act quickly when they identify areas where they require further training, such as in financial planning. They understand that the school is important to its local community. They work closely with senior leaders and managers to tackle any staff underperformance and to ensure that good teachers have further opportunities to develop their classroom or leadership skills. Governors know how the pupil premium is used to meet the diverse needs of the school community and assess its impact as part of their close analysis of financial aspects.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	110899
Local authority	Peterborough
Inspection number	413415

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

Type of school	Secondary
School category	Foundation
Age range of pupils	11–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	1697
Of which, number on roll in sixth form	252
Appropriate authority	The governing body
Chair	Richard Marks
Headteacher	Pamela Kilbey
Date of previous school inspection	4 March 2010
Telephone number	01733 263526
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