

Inspection of a good school: Jack Hunt School

Bradwell Road, Peterborough, Cambridgeshire, PE3 9PY

Inspection dates:

5 and 6 July 2022

Outcome

There has been no change to this school's overall judgement of good as a result of this initial (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection were carried out now. The next inspection will therefore be a full (section 5) inspection.

What is it like to attend this school?

Jack Hunt is a large, culturally diverse school. Pupils are proud to attend the school and appreciate the friendships they make. Pupils from a wide range of backgrounds get along well with each other.

There are high expectations of students in the sixth form. Students respond well to the challenging work that they receive. They are ambitious to do well. They see themselves as role models for the younger pupils. Older students appreciate the many opportunities to support younger pupils in form time or through mentoring.

Younger pupils are not always supported to do as well as they could. Expectations of what they can achieve are not consistently high. In some subjects, pupils do not behave as well as they could. Adults do not routinely apply the behaviour policy consistently. This means that learning can be disrupted, and pupils do not achieve as well as they should.

Pupils feel safe and are safe. Bullying is rare, and pupils are sure that it is dealt with quickly by staff if it happens. Pupils have good relationships with adults in school. They have someone who they can go to if they need to. Some pupils shared concerns about fights at school. They say staff deal with this effectively when it happens.

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

In some areas, leaders have planned and started to introduce an effective curriculum. In some subjects, such as religious education (RE) and history, leaders have clearly defined what they want pupils to learn and when. Teachers are starting to use assessment effectively to see what pupils have learned and then they adapt their teaching where necessary. However, in some subjects, leaders are not clear about what pupils need to know over time. They are not consistently checking whether pupils have learned new

information. As a result, gaps in knowledge are not addressed and some pupils do not learn as much as they should.

Some teachers have high expectations for pupils' behaviour and what they can achieve. This leads to pupils working hard. However, elsewhere, pupils are not supported to complete work to a high standard. When this is the case, low-level disruption occurs and impacts on learning. Pupils do not learn and remember more over time.

Leaders have recognised that some pupils need more help with their reading. Support is provided for small groups of pupils in key stage 3. This helps them to improve their reading.

Leaders have high expectations of students in the sixth form. High-quality teaching ensures that students are making good progress in their subjects. Teachers support students to complete challenging work to a high standard. Expectations of students' conduct are high. Students appreciate the pastoral support and careers advice that they receive from staff.

Pupils experience a range of opportunities, which support their social, moral, spiritual and cultural development. They value the opportunities they have to discuss important topics with their specialist personal development teachers. Pupils are respectful of each other. They appreciate and value the diversity in their school. This is an area of the curriculum that leaders have considered carefully, leading to consistency in its delivery.

Pupils' wider development is planned by leaders. Pupils have the opportunity to be involved in a variety of extra-curricular clubs. Sport is particularly popular. Pupils receive careers advice and guidance from Year 8. They are informed about career opportunities that are available to them. Pupils speak with confidence about the future and what they want to do. Leadership opportunities exist within the school. Pupils can apply to join the school council. In the sixth form, students may apply to be head boy or head girl.

Pupils with an education, health and care (EHC) plan are supported well. Leaders ensure that staff are aware of their individual needs and that appropriate adaptations are made. Pupils with special educational needs and/or disabilities (SEND) but without an EHC plan are not always supported effectively. In some areas, leaders do not ensure that appropriate adaptations are made to the lessons to help these pupils learn well.

Leaders have ensured that any removals of pupils from the school roll are appropriate and in the best interests of pupils. There have been a relatively high number of suspensions. Leaders have recognised that there are some vulnerable students who need additional support to manage their behaviour. They have recently provided additional capacity to the pastoral team to work closely with these students and support them to access lessons.

In discussion with the headteacher, the inspector agreed that the quality of curriculum design, the way in which it is taught, and the amount of low-level disruption in lessons may usefully serve as a focus for the next inspection.

Safeguarding

The arrangements for safeguarding are effective.

Leaders prioritise safeguarding. Leaders are aware of national and local safeguarding issues. All staff are suitably trained to fulfil their roles and responsibilities for keeping pupils safe. Leaders provide regular and appropriate updates to staff. Staff are confident in talking to the safeguarding leaders for advice or guidance. They report any concerns they may have about pupils' well-being.

Leaders work closely with the local community and external agencies. They are tenacious in securing appropriate support for their pupils and families.

Leaders have a well-designed personal development programme in place, which is taught effectively. Pupils know how to keep themselves safe outside school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some curriculum plans are not sufficiently ambitious or well sequenced. They do not define the knowledge and skills that pupils need to build over time. Assessment and feedback are not used effectively to allow pupils to secure knowledge and for teachers to identify misunderstandings. As a result, pupils do not learn well enough. Leaders need to ensure curriculum leaders and teachers know the key concepts they want pupils to learn and that they use assessment effectively to ensure pupils have learned it.
- The behaviour policy is inconsistently applied. Some staff have low expectations of how students should behave. As a result, low-level disruption is common and impacts on pupils' ability to learn in a number of subjects. Leaders need to ensure staff manage low-level disruption effectively.
- Too many teachers do not have high or consistent expectations for all pupils. They are not effective at supporting pupils to achieve as well as they should. Leaders need to ensure that teachers have high expectations for all pupils to ensure they make good progress through the intended curriculum.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good on 2-3 May 2013.

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	145271
Local authority	Peterborough
Inspection number	10227780
Type of school	Secondary
School category	Academy converter
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1828
Of which, number on roll in the sixth form	238
Appropriate authority	Board of trustees
Chair of trust	Ms Claire Higgins
Headteacher	Mrs Pamela Kilbey
Website	www.jackhunt.peterborough.sch.uk/
Date of previous inspection	2-3 May 2013

Information about this school

- Jack Hunt is a large secondary school for pupils of 11 to 18 years of age.
- This school is part of Peterborough Keys Academies Trust.
- A small number of pupils attend alternative provision with registered providers.

Information about this inspection

This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.

- Inspectors met with the headteacher, senior leaders, subject leaders, groups of teaching staff, support staff, the chair of trustees and representatives from the local governing body.
- Deep dives were carried out in the following subjects: English, mathematics, RE, history and Modern Foreign Languages. Inspectors spoke with subject leaders, teachers, pupils in key stage 3 and key stage 4, and students in key stage 5, as well as conducting lesson visits and evaluating pupils' work for these subjects.
- To evaluate the effectiveness of safeguarding, inspectors met with the designated safeguarding leader and two other members of the safeguarding team. They considered the school's safeguarding records and discussed how pupils are kept safe. The record for safer recruitment was scrutinised.
- Inspectors observed pupils' behaviour within lessons and at less structured times.
- Inspectors gathered the views of pupils through meeting with different groups over the course of the inspection. They considered 253 responses to Ofsted's online pupil survey.
- Inspectors considered 47 responses to Ofsted's online survey, Ofsted Parent View, including 12 free-text responses, as well as letters from parents. They also considered 118 responses to the staff survey.

Inspection team

Bessie Owen, lead inspector

Her Majesty's Inspector

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