

Inspection of Jack Hunt School

Bradwell Road, Peterborough, Cambridgeshire PE3 9PY

Inspection dates: 15 and 16 November 2023

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	Good

The headteacher of this school is Jon Hebblethwaite. This school is part of Peterborough Keys Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Ian Young, and overseen by a board of trustees, chaired by Claire Higgins.

What is it like to attend this school?

Pupils are starting to enjoy the results of improvements in their school. Pupils learn in classrooms that are calm and focused. They move between classes with purpose and arrive on time for their lessons. Pupils take care of their social spaces, where they socialise in a safe, pleasant, litter-free environment.

Pupils are proud of the diversity of their school community. They are keen to learn and share experiences about each other's culture and faith. As a result, they have a deep and embedded understanding of tolerance and respect. The majority of pupils embrace difference as something to celebrate. There are a few cases of bullying or disrespectful behaviour. However, pupils know that adults will support them and resolve these matters quickly, so they are not commonplace.

A redesigned and ambitious curriculum supports pupils to do well. Pupils can see how teaching has improved. They know that they are expected to work hard, and most do. However, many feel that they miss out on opportunities to deepen and enrich their learning. They know that the school is trying to arrange trips or bring visitors into school to help this, but they are frustrated about how slowly this is progressing.

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

The school has redesigned its curriculum. It has utilised subject specialists to determine the important knowledge pupils need to know. They have planned the most logical order to deliver this information to pupils. As a result, teachers are clear about exactly what needs to be taught and when.

There is a defined structure for learning. Teachers use the plans to design quality learning activities. These activities help pupils secure an understanding of the taught knowledge. Mostly, pupils are given clear explanations. Teachers link this information to what pupils already know. Teachers use well-considered examples to support pupils to structure their responses. When this happens, pupils learn well.

However, there are inconsistencies in how well teachers check pupils' understanding. At times, some teachers do not ask questions that identify specific misconceptions. There are reoccurring instances when teachers rely on the response of one pupil to inaccurately decide if the whole class is ready to move on. Because these teachers have not got a clear picture of exactly what pupils do not know, they do not adapt their teaching appropriately. As a result, some pupils cannot successfully complete learning tasks. In these cases, pupils do not secure the knowledge as well as they need to.

The school has prioritised reading. Leaders understand that to access the curriculum, pupils need to read well. There are lots of different strategies in place to support pupils who struggle with reading. However, these are not always precise enough to help pupils improve as quickly as the school would like. This means that

while pupils do become confident and fluent readers, in some cases it takes longer than planned. In turn, this can impede pupils' access to the curriculum, and they do not progress at the rate intended.

Pupils with special educational needs and/or disabilities (SEND) follow the same ambitious curriculum as their peers. Detailed information helps teachers understand pupils' individual barriers to learning. They use this information to adapt their teaching and resources successfully. Consequently, pupils with SEND remember more over time and progress through the curriculum.

The school has raised its expectations of how pupils behave. Most pupils have responded to this and behave well. The majority of lessons proceed without interruption. Where behaviour disrupts others, teachers deal with it quickly and consistently. A small number of pupils, including in the sixth form, have found it difficult to meet the school's raised expectations consistently. As a result, initially the number of pupils suspended from school increased. However, this number is now declining.

Sixth-form students are generally positive about their learning. In some areas, students enjoy high-quality learning experiences. However, similarly to the rest of the school, the inconsistencies in teaching are equally present in the sixth form.

The school has a well-planned personal development programme. Over time, pupils develop an increasing awareness of important topics. This prepares pupils well for life in the future. Pupils benefit from a structured careers programme. They have access to the information and advice that help them make informed choices about their futures.

The trust board and local governors work well together to maintain a clear understanding of the school's development. They challenge leaders' thinking and closely monitor the impact of their actions.

Staff are supportive of the changes leaders have made. They feel well supported and cared for.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Not all teachers use assessment effectively to determine what pupils know and where they may have gaps in knowledge. Because some teachers do not accurately identify these gaps or misconceptions, they do not adapt their teaching. This means that some pupils are not ready to move on to independent learning activities and, consequently, do not learn well. The school should ensure

that all teachers are equipped to accurately assess what pupils know and subsequently adapt their teaching to overcome any gaps or misconceptions.

- The strategies the school has developed to support pupils who struggle to read are not precise enough to tackle pupils' underlying barriers to reading effectively. This impedes some of these pupils' progress to become confident and fluent readers. The school should ensure that pupils who struggle with reading access the precise support they need to quickly become confident and fluent readers.

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 special educational needs and/or disabilities (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	145271
Local authority	Peterborough
Inspection number	10288558
Type of school	Secondary Comprehensive
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	1,862
Of which, number on roll in the sixth form	244
Appropriate authority	Board of trustees
Chair of trust	Claire Higgins
CEO of the trust	Ian Young
Headteacher	Jon Hebblethwaite
Website	www.jackhunt.peterborough.sch.uk
Dates of previous inspection	5 and 6 July 2022, under section 8 of the Education Act 2005

Information about this school

- The school is part of Peterborough Keys Academies Trust.
- The headteacher took up his position in September 2022.
- The school currently uses one registered and one unregistered alternative provider.
- 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.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held meetings with leaders, including the headteacher, the deputy headteacher and the special educational needs coordinator. The lead inspector also met with the chair of the board of trustees, the chair of the local governing committee and the CEO of the trust.
- Inspectors carried out deep dives in these subjects: English, mathematics, science, art, history and physical education. For each deep dive, inspectors discussed the curriculum with leaders, visited a sample of lessons, spoke to staff, spoke to some pupils about their learning and looked at samples of pupils' work.
- To further inspect the curriculum, inspectors listened to pupils read and reviewed documentation setting out support for pupils with SEND.
- To evaluate the effectiveness of safeguarding, the 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 considered the 46 responses to the online survey, Ofsted Parent View, and the 32 free-text comments submitted. They considered the 104 responses to Ofsted's questionnaire for staff and the 460 responses to Ofsted's questionnaire for pupils. Inspectors spoke to groups of pupils about their experiences of school life and their learning in lessons to understand what it is like to be a pupil in their school.

Inspection team

Dave Gibson, lead inspector	His Majesty's Inspector
James Fuller	Ofsted Inspector
Caren Earp	Ofsted Inspector
Tom Sparks	Ofsted Inspector
Clare Gammons	Ofsted Inspector

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