



# Jack Hunt School

## Inspection Report

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**Unique Reference Number** 110899  
**Local Authority** CITY OF PETERBOROUGH  
**Inspection number** 288807  
**Inspection date** 29 November 2006  
**Reporting inspector** Margaret Jones 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>	Comprehensive	<b>School address</b>	Ledbury Road
<b>School category</b>	Foundation		Netherton, Peterborough
<b>Age range of pupils</b>	11–18		Cambridgeshire PE3 9PN
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01733 263526
<b>Number on roll (school)</b>	1436	<b>Fax number</b>	01733 330364
<b>Number on roll (6th form)</b>	223		
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr R Marks
		<b>Headteacher</b>	Mr R A Duncan
<b>Date of previous school inspection</b>	28 March 2001		

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## **Introduction**

The inspection was carried out by one of Her Majesty's Inspectors and an Additional Inspector.

## **Description of the school**

Jack Hunt School is a large comprehensive school with a diverse student intake. 39% of students are from minority ethnic backgrounds, representing over 20 different cultures, the largest being of Pakistani heritage. The school has enhanced provision to meet the needs of pupils with physical impairment or those who are deaf. 17% of students receive free school meals. The school has specialist status for languages and is seeking a second specialism in sport. It collaborates with other local schools through the Excellence in Cities cluster and a Leading Edge partnership. It is recognised as a Training School and an Investor in People organisation.

## **Key for inspection grades**

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

## **Overall effectiveness of the school**

### **Grade: 2**

This is a good school with several outstanding features. This is confirmed by the school's own accurate and honest self-evaluation. It is a specialist language college and has capitalised on this by introducing an international dimension to every area of school life. Excellent links have been made with a range of partners to bring about improvement. The school is very well led and managed by the headteacher who has created a harmonious learning community in a very diverse area. When asked what he liked about the school one sixth form student replied, 'the sense of community'. The staff and governors share a clear ambition to become a high achieving school where all students, whatever their background, reach their maximum potential. The school has the capacity to become outstanding and is certainly going in the right direction.

Achievement is good. From average starting points, students reach above average standards by Years 11 and 13. Good achievement is associated with teaching that is generally of a high standard. Most students respect their teachers; as a result they make rapid progress. Students with learning difficulties and disabilities achieve well because of the good support they receive from a very experienced team of teaching assistants. The majority of parents are positive about the school and feel their views are taken into account. One parent wrote, 'we feel well informed and consulted by the school. The email system Parentmail is especially good'. However, several rightly expressed concern about the behaviour of a minority of students.

Overall, students' spiritual, moral, social and cultural development is good. Students have a real sense of citizenship. They take part in a variety of community events and raise large amounts of money for charity. They enjoy an excellent range of enrichment activities. This is a school where every child matters. The students are well cared for and this is contributing to their desire to do well. Students understand the need for healthy lifestyles and take part in many physical activities. Provision for careers education and guidance is well organised and effective and students are very well prepared for their future working life. Spiritual development has improved since the last inspection and is now satisfactory. Students are well prepared for life in a multi-cultural society. The vast majority behave well and show real enjoyment in their learning, but a small minority of students, in a few lessons, are too easily distracted and disturb others. The curriculum is well planned and gives students an opportunity to study several modern foreign languages including Urdu and Japanese.

## **Effectiveness and efficiency of the sixth form**

### **Grade: 2**

The school has a good sixth form. Students are highly motivated and are appreciative of the provision made. Overall, achievement and standards in the sixth form are good as a result of experienced and knowledgeable teaching. The percentage of higher grades at advanced level has improved. Results in the vocational option of health and social care are much weaker. The largely academic curriculum is designed to meet the aspirations of most students but currently vocational options are limited. Students'

personal development is good and they feel they are very well supported both on a personal level and through academic monitoring. There is excellent provision to help students make higher education choices. Independent learning is encouraged and students have ready access to a well staffed library and resources centre.

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

- Deal with the minority of students who persist in low level disruption that disturbs the work of others.
- Widen the range of vocational options in the sixth form.

## **Achievement and standards**

### **Grade: 2**

#### **Grade for sixth form: 2**

Students join the school with average attainment and by Years 11 and 13 their attainment is above average. This indicates good achievement. Standards by Year 9 are broadly average. In 2005, the results were average in English and mathematics, but below average in science, where there was underachievement among students from Pakistani heritage. As a result of effective monitoring and support, the results of Pakistani students in science improved markedly in 2006. Overall, the results improved in English and science, but stayed the same in mathematics.

Students continue to make good progress in Years 10 and 11 and GCSE results are above average overall. Students of all abilities and backgrounds, including those with learning difficulties and/or disabilities, achieve well. Lower attaining students do particularly well. As a result, the proportion of students gaining at least five GCSE passes is well above average. However, the proportion gaining five or more higher grades is average. The school sets particularly challenging targets, which were not met in 2006. Higher attaining girls make less progress than other groups of students. The school is very effective at identifying underachievement in particular subjects or among particular groups of students and taking appropriate action.

Students on A-level courses achieve well. Almost all students complete their courses successfully and A-level results are consistently above average. A relatively small number of students take intermediate vocational qualifications, in which results are below average. Students do well in business, but underachieve in health and social care.

## **Personal development and well-being**

### **Grade: 2**

#### **Grade for sixth form: 2**

Most students enjoy their education very much. As a result, attendance is above average. About a half of students progress to the sixth form and the majority in the sixth form go on to higher education. Students' attitudes to learning are very good

and often excellent in the sixth form. They are mature and thoughtful. However, behaviour is only satisfactory because a small minority of students indulge in low level disruption and do not pay attention in lessons. The school has taken robust action to deal with this issue by putting into place a whole school behaviour policy and system of rewards and sanctions. This is beginning to have an impact and the number of exclusions and detentions has fallen. Students have good knowledge and understanding of healthy lifestyles and many put this into practice by choosing healthy options at lunchtime and participating enthusiastically in the many sporting activities provided for them.

## **Quality of provision**

### **Teaching and learning**

**Grade: 2**

**Grade for sixth form: 2**

Teaching and learning are good, both in the main school and the sixth form, and this makes a positive contribution to the good achievement of the students. Students come ready to learn and teachers have good relationships with most of them. Teachers have good knowledge of their subjects and work hard to make their lessons interesting. Lessons are well planned with clear learning objectives and tasks which match the ability of the students. Teachers have high expectations of learning but a few have lower expectations of behaviour and are too willing to tolerate lack of attention and rudeness. Information and communication technology (ICT) facilities are used well to enhance learning.

### **Curriculum and other activities**

**Grade: 2**

**Grade for sixth form: 3**

Specialist language status has a marked, positive impact on the curriculum. Students' cultural awareness benefits from strong international links that are developed in all subjects and recognised by the International Schools Award. Students appreciate the many opportunities to visit and work in foreign countries. However, as a result of taking two languages, students have too little physical education in Year 9.

There is a wide range of options in Years 10 and 11. These include additional GCSE courses for high attaining students and work-related opportunities for students unlikely to succeed at on a full GCSE course. As a result, the great majority of students are successful and do well.

The new personal development education programme supports students' understanding of safety and health well. There is an excellent range of popular extra-curricular activities, including sport, music and drama, as well as additional study support in many subjects.

The sixth form curriculum is satisfactory. It includes a broad range of advanced level subjects, including a small number of vocational A-levels. However, there are too few intermediate level courses to meet the needs of all the students who would like to stay on. The community sports leaders' award enables many students to develop their leadership skills.

## **Care, guidance and support**

### **Grade: 2**

#### **Grade for sixth form: 2**

Care, guidance and support are good in the main school and the sixth form. There are rigorous arrangements for child protection and ensuring safety in school. Students are known well and are confident that there are adults in school who will listen to and deal with their concerns. Older students, particularly sixth formers, also provide good support for younger students. As a result of the good care, relationships are harmonious and students from a wide range of cultural backgrounds get on well together.

The needs of students who are vulnerable or have personal problems are identified carefully and managed well. The school has outstanding partnerships with other agencies to provide additional support. Students with a wide range of learning difficulties and physical disabilities are well supported and achieve well, although the targets in their individual education plans are not always precise enough to provide clear guidance.

Academic guidance is well established and thorough. Students have targets to achieve in every subject and their progress towards meeting them is assessed regularly. Senior staff and curriculum area leaders monitor students' progress very carefully in order to provide additional support for students who are in danger of underachieving. Students and their parents are well informed on how well they are doing and what they need to improve, although many younger students find it difficult to recall what their targets are.

## **Leadership and management**

### **Grade: 2**

#### **Grade for sixth form: 2**

The school's leadership team is dynamic and determined, and over the years has been willing to become involved in a number of initiatives which have helped to raise standards. The outstanding work the school has undertaken in race equality, conflict resolution and restorative justice has produced a unified culture and positive climate for the students, where all can flourish. The leadership team work together efficiently and are very experienced. They know the school well and have accurately identified areas for development. A clear system of line management accountability is in operation and managers at all levels understand what is expected of them. Rigorous monitoring of the quality of teaching has brought about considerable improvement. Middle management is strong and is being enhanced by well focused training and development.

The governing body contains professional expertise which is effectively deployed for the benefit of the school. Governors are well informed and supportive and are beginning to develop a more strategic focus. The school gives good value for money. It is successfully managing a major Private Finance Initiative (PFI) funded building project in order to be able to take in another form of entry in response to re-organisation in Peterborough's education system.



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## Inspection judgements

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

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

### Achievement and standards

<b>How well do learners achieve?</b>	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

<b>How good is the overall personal development and well-being of the learners?</b>	2	2
The extent of learners' spiritual, moral, social and cultural development	2	
The behaviour of learners	3	
The attendance of learners	2	
How well learners enjoy their education	2	
The extent to which learners adopt safe practices	2	
The extent to which learners adopt healthy lifestyles	2	
The extent to which learners make a positive contribution to the community	2	
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	3
<b>How well are learners cared for, guided and supported?</b>	2	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.

### 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	1	
How effectively performance is monitored, evaluated and improved to meet challenging targets	2	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	
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

30 November 2006

Jack Hunt School, Ledbury Road, Peterborough, Cambridgeshire, PE3 9PN

Dear Students

Thank you for all the help you gave us when we visited your school on 29 November. We enjoyed talking with you. You told us how much you enjoy being at the Jack Hunt school. It is a good school with several excellent features. We thought you would like to know what was good about your school and how we thought it could get even better:

- There is an excellent sense of community, and students from different cultures, ages and abilities are accepting of each other and learn well together.
- The school is well led and managed and there is a very good team spirit among the staff and governors, who want you all to do your very best.
- You enjoy the wide range of activities that are provided for you.
- Becoming a specialist language college has brought a positive, international dimension to your work.
- Teaching is good and you achieve well in your subjects. Standards in examination results are good.
- You showed great motivation and enjoyment in your lessons. Most of you behave very well, but a minority of you are sometimes disruptive and talk while your teacher is talking.
- You told us that you feel safe in school and are well looked after. There is good guidance and support for those who need it and very good preparation for your future working lives.

Things we thought could be improved:

- All of you need to respect your teachers and pay attention in all lessons.
- There should be more vocational options in the sixth form.

We wish all of you success in your studies and thank you once again for your help with this inspection.

Yours sincerely

Margaret Jones

Her Majesty's Inspector of Schools