

Jack Hunt School

Inspection report

Unique Reference Number	110899
Local Authority	Peterborough
Inspection number	337597
Inspection dates	4–5 March 2010
Reporting inspector	Mark Sims HMI

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	1650
Of which, number on roll in the sixth form	250
Appropriate authority	The governing body
Chair	Mr Richard Marks
Headteacher	Mr Roy Duncan
Date of previous school inspection	29 November 2006
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and five additional inspectors. Just over half of the time was spent looking at learning in classes. The inspectors visited 45 lessons and saw 44 teachers. They held meetings with governors, staff and groups of students. They observed the school's work, and looked at the school's priorities and policies including the race equality policy, analysed recent test results, scrutinised child protection and safeguarding documents, read 232 parental questionnaires and studied staff and pupil surveys.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the achievement of pupils in English and mathematics
- the impact of languages specialism on attainment and achievement
- the overall effectiveness of the sixth form
- the quality of provision in the curriculum
- how well the school promotes equality of opportunity.

Information about the school

Jack Hunt is larger than the average-sized secondary school. It is situated in the suburbs on the outskirts of Peterborough. The proportion of students from minority ethnic backgrounds is above the national average, as is the percentage of students who speak English as an additional language. The largest minority ethnic group is Pakistani but in recent years the school has admitted an increasing number of new arrivals from Eastern Europe who are new to English. The percentage of students with special educational needs and/or disabilities is above the national average, as is the proportion with statements. The percentage of students known to be eligible for free school meals is broadly average although the level of social deprivation in the locality is high. The proportion of students at Jack Hunt who have changed schools during their secondary education is higher than that found in most schools. The school has specialist status in languages and sport.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Jack Hunt is a good school that has continued to improve since the last inspection. Among its outstanding features are the innovative curriculum which caters for a diverse range of students' needs and interests and the excellent quality of the care guidance and support, especially for students with special educational needs and/or disabilities and those learning English as an additional language, who consequently make good progress.

The school engages extremely well with parents, most of whom are happy with their children's experiences at school. It also works extremely well with other agencies and partner providers, for example through 'Team Peterborough', to extend the range of courses available to students. The school promotes equal opportunities exceptionally well. Safeguarding arrangements are outstanding as is the school's promotion of community cohesion. Students have a very high degree of respect for each other and are very knowledgeable about diversity in the community and wider world.

Under the highly effective leadership of the headteacher standards have risen. Good teaching ensures that students make better than expected progress in their learning during their time at school. Students join the school having achieved standards in English, mathematics and science that are below the national average. By the end of Year 11 standards at GCSE are broadly average, as is the proportion who achieve five good grades including English and mathematics. Their achievement overall is good. The overall effectiveness of the sixth form is good.

Students enjoy coming to school. Very few are excluded and the level of attendance has risen to above the national average. Behaviour in lessons and around the school is good and remains so even in the small proportion of lessons where the pace of learning is slower. Here students are not always fully involved by being given enough information on what they are aiming for and how to improve.

The subject specialism of sport contributes significantly to the promotion of healthy lifestyles for students through the provision of sport and to students' personal development as sports leaders. The languages specialism, whilst promoting a rich variety of languages on the timetable and after school, has not had sufficient impact on improving results in languages or leading by example to improve the quality of teaching further. There is also variability in the quality of provision in mathematics and design and technology which has led to not all students doing as well as expected in these subjects.

Self-evaluation is good. For example, leaders and managers monitor progress and teaching closely in order to secure improvements, and they recognise the need to

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ensure a greater consistency of high quality teaching to improve results further. Through its track record, and the attention given to building the skills of its senior and middle leaders, it has demonstrated that it can continue to improve well.

What does the school need to do to improve further?

- Ensure that a higher proportion of teaching matches that of the very best by:
 - ensuring pace remains high in all lessons
 - consistently giving pupils clear information about how well they are doing and how to improve.
- Ensure that the school's specialism in languages has a greater impact by raising the achievement of students in languages and playing a greater role in improving the quality of teaching across the school.
- Ensure that provision in mathematics and design and technology is as consistently good by drawing on the best practice in the most successful subjects.

Outcomes for individuals and groups of pupils**2**

Students do well in their learning because of the very well planned lessons that meet individual needs. All groups of students do equally well and there are no significant differences in their achievement. The school has won national recognition for its work in literacy across the curriculum with advanced learners of English as an additional language. Students show a very positive attitude to learning in the classroom and their high degree of motivation is a strong factor in their success. They contribute their own thoughts and ideas well. In one successful English lesson the students' sharing of personal experiences and previous learning particularly helped the teaching of key concepts prior to completion of coursework. Students usually work at a good pace, though occasionally where teaching is more mundane this drops.

Students are very positive about their school. They thrive on the responsibilities they are given through the mixed age tutor groups, where older students act as buddies or mentors. Students support each other very well. They are encouraged to be young leaders. The student council has a powerful voice in decision making and students take the lead on various sub committees established. Students' different social and cultural interests are met by events such as Bhangra and tandoori nights. Students have a strong sense of right and wrong and the school makes facilities available for students of different religions who wish to pray.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Lessons are planned well for the full ability range within the class and teachers use questioning skillfully to assess students understanding. Most lessons have clear learning intentions, and teachers are prepared to reshape lessons in the light of students' responses. Teachers have secure subject knowledge. A variety of activities enable students to learn and enjoy their work. Most students are aware of their current performance and their target grades. In many lessons these are used effectively and students are clear on how they can improve their work and make further progress. Marking is often constructive, but its quality varies between teachers and does not always give students clear guidance on how to improve their work.

Students are offered a broad and balanced range of courses which meet individual needs and interests extremely well. Almost all students get their first choice of courses in Key Stage 4 and the sixth form. The provision of vocational courses has expanded significantly. Education for personal development is a high priority on the curriculum and makes an important contribution to students' well being. Higher attaining students are challenged through a range of additional activities such as psychology taster sessions and 'playing the stock market.' Information and communication technology is well established across the curriculum but numeracy is less well developed in other subjects. The school offers a wide range of extra curricular activities, particularly in its subject specialisms of sport and languages.

The school offers extensive support for all students under its care. Teaching assistants are deployed strategically and the school draws on a range of expert advice and help to meet individual needs. Older students themselves play a key role in supporting younger

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ones. Those younger students who find learning difficult benefit from 'breakthrough groups' where class sizes are smaller, there are fewer teachers and the curriculum is modified. For older students at risk of disaffection or exclusion, alternative provision is offered in partnership with local providers.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Leaders at all levels make good use of information gleaned from the monitoring of data and teaching to secure improvements in outcomes for students. The school places a strong focus on training opportunities for its staff and middle and senior leaders are given opportunities to gain further senior leadership experience. There is a good shared vision and strong commitment to improve. Through regular meetings within teams, senior and middle leaders are held to account for their areas of responsibilities. Senior leaders are aware there still remains some inconsistency in the quality of middle leadership. Most leaders have a good understanding of the use of data, not just to track performance and secure improvements through the setting of challenging targets, but also to ensure access. Through very close monitoring of uptake of extra curricular activities the school has identified groups less likely to participate and successfully put in place strategies to overcome the barriers. As a result the school community is highly cohesive. Pupils have a strong shared understanding and engagement, not just of those from different backgrounds within school but also in the wider world.

Record keeping systems for safeguarding are very thorough and secure. All requirements for the single central record are fully met. Governors have a good understanding of their role in this aspect. The governing body plays an effective role in supporting and challenging the school. Committees operate effectively to monitor and evaluate the schools' performance and hold it to account. They are knowledgeable and well informed, enabling them to set priorities for the school.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	2

Sixth form

Students in the sixth form achieve well. They enter with just below average attainment but a combination of strong student and teacher partnerships, good teaching and effective monitoring ensures they make good progress. The curriculum is broad and responsive to student needs. With a wide range of AS, A2 and vocational courses, the curriculum is further enhanced by a broad range of enrichment activities. The improvements to the curriculum since the last inspection have yet to lead to above average attainment. A wide variety of learning and teaching styles is encouraged by the school and welcomed by the students. Outstanding care, guidance and support underpins the strengths of the sixth form. Both academic guidance and personal support are valued and very highly thought of by the students. There is clear leadership and management. Monitoring and intervention are robust and are leading to improvement in under performing subjects. Sixth form students take on a wide range of responsibilities within the school, for example as prefects, and the wider community. For the community sports leader award, students organise sports days for local primary schools. Each tutor group has a trained sixth form counsellor. Sixth formers also lead on a 'talking in confidence' (TIC) initiative where younger students can speak to older students about any issue of concern they may have.

These are the grades for the sixth form

Overall effectiveness of the sixth form	2
Taking into account:	
Outcomes for students in the sixth form	2
The quality of provision in the sixth form	2
Leadership and management of the sixth form	2

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Views of parents and carers

A very large majority of the parents and/or carers who responded to the survey said that they are happy with their children's experience at Jack Hunt. In particular, almost all said that the school keeps their children safe. A very large majority said their children enjoy school and that they are making good progress. A similar proportion agreed that their children's needs were met, especially those with special educational needs and/or disabilities. One such parent summed up the views of many by saying that support for her child's specific needs had been 'excellent.' A very small minority of parents did not agree that the school helps their children to have a healthy lifestyle or that behaviour is well managed by the school but this view was not shared by the very large majority of parents or by inspectors.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Jack Hunt School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 232 completed questionnaires by the end of the on-site inspection. In total, there are 1650 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	54	23	160	69	13	6	5	2
The school keeps my child safe	59	25	166	72	7	3	0	0
The school informs me about my child's progress	71	31	138	59	22	9	1	0
My child is making enough progress at this school	63	27	148	64	19	8	2	1
The teaching is good at this school	58	25	157	68	15	6	2	1
The school helps me to support my child's learning	51	22	134	58	45	19	2	1
The school helps my child to have a healthy lifestyle	44	19	148	64	38	16	2	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	49	21	162	70	18	8	3	1
The school meets my child's particular needs	55	24	157	68	15	6	5	2
The school deals effectively with unacceptable behaviour	51	22	140	60	30	13	11	5
The school takes account of my suggestions and concerns	41	18	158	68	27	12	6	3
The school is led and managed effectively	50	22	168	72	11	5	3	1
Overall, I am happy with my child's experience at this school	73	45	73	45	15	9	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



8 March 2010

Dear students

Inspection of Jack Hunt School, Cambridgeshire, PE3 9PN

You will know that we recently came to inspect your school and I thought you would like to know what we have said in the report. You go to a good school that is improving further. Many of its features are outstanding. In particular you have a wide choice of courses at different levels that is second to none. Many of you and your parents have told us, and we agree, that the way you are supported and cared for is exceptional. The school goes out of its way to ensure that whether you find learning easy or hard you are given the right help. You get on very well together and respect each others' differences. You respond very well to the responsibilities you are given as leaders, mentors or decision-makers.

When you first join the school a significant number of you have not reached the expected level for your age but you make good progress in your learning, helped by good teaching, so that by the end of Year 11 you have reached average standards. You play your part too, by behaving well in lessons and attending regularly. It is clear most of you enjoy your learning. The next challenge for you will be to achieve GCSE and A level results that are above the national average.

Your leaders track how well you are doing closely to make sure you keep on target. Led very well by your headteacher they know the school's strengths and areas for development. We have suggested a few more things that we hope will help the school go on to improve further, and hope you will do your best to support the staff in this. We have asked teachers to make sure they keep pace of learning high in lessons, and tell you what you need to do to improve your work. You are very fortunate to have so many languages to choose from but we think more could be done to raise results and the quality of teaching further in the school's specialist status of languages. We also think the quality of provision in mathematics and design and technology could be improved to match that of the best subjects.

I would like to take this opportunity to wish you well in your future.

Yours sincerely

Mark Sims

Her Majesty's Inspector

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