

# Inspection of John Hunt Academy

London Road, New Balderton, Newark, Nottinghamshire NG24 3BN

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Inspection dates: 8 and 9 May 2024

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Not previously inspected under section 5 of the Education Act 2005

The executive headteacher of this school is Judi O'Leary. This school is part of Shine Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, also Judi O'Leary, and overseen by a board of trustees, chaired by Fiona Boyd.

## **What is it like to attend this school?**

The school's 'take care' values sing out from everyone in this school. Pupils take care of each other and take care of their school. Staff are warm and caring. Pupils value the support they have from adults in the school and from each other. As one pupil described, 'Nothing goes unnoticed if something is wrong.' Pupils are happy and safe.

The school is ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). It is an inclusive place to learn. Pupils achieve well. They enjoy school life and love learning. They speak enthusiastically about what they have learned.

Pupils are respectful and courteous to adults and to each other. They play happily together at breaktimes. The pupil play leaders organise games for younger pupils. They teach them how to play games such as cricket. This is popular. Pupils show positive attitudes to their learning in lessons. They concentrate well. The school prepares pupils well for their next stage of education.

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

The school has an ambitious curriculum. However, some of the school's most recently published results do not reflect the quality of the current curriculum. The important knowledge that pupils should learn and when they should learn it has now been precisely identified. Staff are experts in the subjects they teach. They share important concepts clearly. Staff help pupils make links between current and prior learning. This helps pupils to remember what they have been taught. Pupils use subject specific vocabulary to explain their thinking. They achieve well.

The school uses assessment well in subjects such as English and mathematics. Pupils' strengths and areas for development are precisely identified in these subjects. However, in some other subjects, the school does not consistently evaluate how well pupils build their knowledge over time. As a result, the school does not always promptly identify areas for improvement.

In lessons, teachers check pupils' understanding. However, they are inconsistent in addressing some misconceptions pupils may have. This means pupils can sometimes have some gaps in their learning that have not been rectified.

The school ensures that reading is a high priority. There is a carefully sequenced curriculum for reading that begins with rhymes and language development in the early years. Pupils enjoy learning new letter sounds. Pupils with SEND are supported well. This helps them to achieve as well as they can. Additional lessons are provided for those who need it to keep up with their peers. Pupils enjoy reading texts from a broad range of different authors and poets.

The early years provides a warm and caring environment in which children can learn. Children get off to a good start. They show curiosity and interest in their learning. For example, children enjoyed studying a chrysalis before its transformation into a butterfly. They benefit from carefully designed activities that help them learn the curriculum. Children enjoy reading books linked to the topics they are learning. This helps them become independent learners. Children socialise well with their friends and problem solve through play activities.

The school helps pupils overcome barriers to regular attendance. Most pupils attend well.

The personal, social, health and economic education (PSHE) curriculum is taught well. The curriculum teaches pupils about equality. Pupils understand and respect people who have protected characteristics. As one pupil explained, 'No matter who it is, everybody is welcome and everybody is equal - everybody should be treated the same way.' Pupils learn about the inequalities that exist in some parts of the world. They understand some key similarities and differences between different religions and beliefs. Pupils enjoy helping each other and looking after the school environment. They benefit from taking on leadership roles such as being values ambassadors, litter pickers or school councillors. They value the range of clubs they have such as football and gymnastics. Music opportunities such as playing an instrument have a high take-up, and pupils are encouraged to perform in front of an audience.

Governors and trustees know the school well. They are effective in their duties and understand their statutory responsibilities. Staff feel well supported by all leaders. They benefit from high-quality professional development.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- In some subjects the school does not evaluate how well pupils build their knowledge over time. As a result, the precise areas for development are not always identified. The school should ensure that a consistent approach is taken to evaluating the impact of the curriculum over time so that improvements can be made when necessary.
- Staff do not consistently address pupils' misconceptions or errors. This means pupils do not always achieve as well as they might. The school should ensure that staff have the expertise to consistently address pupils' misconceptions.

## 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

<b>Unique reference number</b>	148284
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10324218
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	364
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Fiona Boyd
<b>Principal</b>	Judi O'Leary
<b>Website</b>	<a href="http://www.johnhuntprimary.co.uk">www.johnhuntprimary.co.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- John Hunt Academy converted to be an academy in February 2021.
- There have been some staffing changes since the previous inspection.

## 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 met with the executive headteacher, senior leaders and staff. They met with members of the local governing body and with trustees.
- Inspectors carried out deep dives in reading, mathematics, science and physical education. For each deep dive, inspectors held discussions about the curriculum,

visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors also reviewed the curriculum in a range of other subjects, including history, religious education and PSHE.
- Inspectors discussed pupils' attendance and behaviour with leaders.
- Inspectors considered the views of parents who responded to Ofsted's survey, Parent View. They also spoke to parents, staff and pupils while on site during the inspection.
- To evaluate the effectiveness of safeguarding, 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.

### **Inspection team**

Donna Moulds, lead inspector

Ofsted Inspector

Anna Coney

Ofsted Inspector

Kirsty Norbury

His Majesty's Inspector

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