

Humberston Park School

St Thomas Close, Grimsby, North East Lincolnshire, DN36 4HS

Inspection dates 3–4 June 2015

Overall effectiveness	Previous inspection:	Not previously inspected as an academy	
	This inspection:	Outstanding	1
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1
Early years provision		Outstanding	1
Sixth form provision		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- The academy is outstandingly effective in meeting the needs of all its pupils.
- Excellent leadership has directed the academy to a deep understanding of highly effective work with pupils.
- The headteacher, his substantial leadership team and governors have sustained over time a powerful culture of questioning the academy's effectiveness. They generate new ideas and constantly improve the ways in which they help pupils thrive, learn and make progress.
- The constant development of the knowledge and skills of staff to meet pupils' as well as possible needs lies at the heart of the academy's success. It underpins the continuous improvement of teaching and pupils' achievement.
- The excellent curriculum offers the breadth of work and experiences which address the wide range of pupils' needs very effectively. Pupils' engagement with the world and their independence are promoted exceptionally well.
- The state-of-the-art resources for physiotherapy and speech and language therapy have an excellent impact on pupils' health, physical development and communication, opening the way for them to engage fully in learning.
- The limited resources in the academy's grounds offer restricted possibilities for play and further learning.
- Teaching is outstanding. Teachers and their assistants are highly skilled and know pupils exceedingly well. They make very effective teams.
- Assessments of pupils' needs are very thorough. They are used to make precise plans which promote learning and progress extremely effectively.
- The deep insights teachers and their assistants have of pupils' needs are supported very substantially by the contributions to assessment, planning and training of the academy's physiotherapy and speech and language specialists.
- Pupils' behaviour is outstanding. They love coming to the academy and thoroughly enjoy their work. Pupils get along extremely well together. Positive self-regard and respect for others grows from the example set by staff. Pupils feel safe and behave in ways that keep them and others safe.
- Pupils' achievement is outstanding. The skills they master in communication, physical development and in social and personal development often astound their parents and are a source of great joy for them.
- Early years provision is outstanding. Children in Nursery and Reception Years settle quickly and make rapid progress in all areas of learning.
- The sixth form is outstanding. Its very effective ethos encourages students' greater independence and extends personal responsibility for themselves and each other. However some sixth form books and equipment are intended for use by children, rather than young adults.

Information about this inspection

- The inspectors observed teaching and learning across the academy.
- Meetings were held with senior leaders, middle leaders and teachers. Discussions took place with representatives of the academy trust which has responsibility for the academy’s governance.
- An inspector selected small groups of pupils and listened to them reading. Inspectors spoke informally to pupils and heard their views of the academy and their experiences of learning.
- Inspectors looked at a range of the academy’s documents, including information on pupils’ progress, the academy’s development plan and the academy’s evaluation of its work. The policies and procedures for child protection and safeguarding pupils were scrutinised.
- There were too few responses made by parents to Ofsted’s online questionnaire (Parent View) to enable inspectors to take account of their views. An inspector met with a small group of parents to hear their views of the academy. Inspectors also scrutinised the academy’s survey of parents’ views.

Inspection team

Alan Lemon, Lead inspector

Additional Inspector

Claire Patton

Additional Inspector

Full report

Information about this school

- Humberston Park School converted to become an academy school on 1 September 2011. When its predecessor school, of the same name, was last inspected by Ofsted, it was judged to be outstanding.
- The academy is an all-age special school providing education for pupils with severe learning difficulties and pupils with profound and multiple learning difficulties. Most pupils have additional difficulties, such as an autism spectrum condition, physical disabilities, sensory impairments and medical conditions.
- All of the pupils have a statement of special educational needs. They are admitted to the academy at any point in their education and at different points in the academic year.
- Nursery provision is full time, although not all parents choose to send their children full time. Reception children attend full time.
- There are 11 students in the sixth form. The academy uses no alternative provision.
- The proportion of disadvantaged pupils supported through the pupil premium is above average. The pupil premium is additional government funding to support those pupils who are known to be eligible for free school meals and those who are looked after by the local authority.

What does the school need to do to improve further?

- Raise achievement further in all areas of learning by developing the resources in the academy's grounds that offer opportunities through play and planned activities for pupils to practise and improve their skills.
- Refresh learning resources in the sixth form in order that the books and equipment used by students reflect and are appropriate for their age.

Inspection judgements

The leadership and management are outstanding

- Leadership and management are outstanding. All parts of the academy and every aspect of its work are driven with high ambition and carried forward relentlessly. The determination and ambition of senior and middle leaders ensures that the academy does not stand still. Leaders are highly motivated in discovering and developing new and better ways of working with pupils, their parents and the agencies there to provide additional support.
- Leaders are wholly committed to equality of opportunity, tackling discrimination and fostering good relationships. They meet this commitment very effectively, especially in the excellent opportunities for pupils to achieve and in engaging parents.
- Leaders represent a wide range of disciplines and coordinate their work very closely, giving the academy its distinctive integrated approach to meeting pupils' needs. As a result, significant levels of achievement are made possible.
- Every aspect of the academy's work is put under the microscope by leaders. All staff are actively engaged in checking and reflecting on the quality of teaching and pupils' outcomes. The arrangements for safeguarding pupils are rigorously managed. Lines of communication regarding keeping pupils safe are clear throughout the academy and with outside agencies. Records are maintained meticulously.
- The staff share a strong commitment and a very unified approach to improvement. Leaders are supported substantially by their external advisor whose incisive assessments of teaching and the curriculum gives added weight to the academy's sharply focused development planning.
- The academy's enormous success and continued growth is underpinned by the constant improvement in the knowledge and skills of all staff. It has an impressive record of teaching assistants gaining qualified teacher status. The staff expertise in physiotherapy and speech and language therapy is shared across the academy, increasing the volume and quality of interventions possible. Staff have been well trained in using new assessment procedures, giving them greater insight into pupils' needs.
- The high level of expertise gives sharp focus to spending the premiums for disadvantaged pupils and for promoting physical education and sport. The pupil premium supports a greater amount of intervention, further improving disadvantaged pupils' physical, sensory and communication skills. The more physically able pupils benefit from regular fitness exercise led by a physical education specialist, increasing their stamina which impacts positively on their overall progress and achievement.
- The curriculum incorporates well-integrated planning by leaders, teachers, the physiotherapist and speech and language therapist. It promotes pupils' physical, sensory development and their skills in communication, reading, writing and mathematics very effectively. The academy's extended academic year adds significantly to learning opportunities and is much appreciated by parents. Wide-ranging experiences in and away from the academy encourage engagement, participation and interaction very effectively, thus increasing pupils' awareness and interest in all that is around them.
- The curriculum promotes pupils' spiritual, moral, social and cultural development well. It builds pupils' confidence, emotional well-being and social skills; qualities that prepare them as much as possible for life in modern Britain. By the time students reach the end of the sixth form, they and their parents have been consulted and well prepared for leaving the academy and moving on to suitable further education and training. Classrooms are very well resourced to promote learning and progress. However, the playgrounds and outside areas have only basic resources and equipment which limits the opportunities for further learning and development in the academy's grounds.
- **The governance of the school:**
 - Collectively, governors have a broad range of experience and expertise and fulfil their roles and responsibilities very effectively. They have the success of the academy at heart and share a deep commitment to the well-being and achievement of all pupils.
 - Governors' committees, for example for finance and personnel, maintain close oversight of the academy's leadership and management and for pupils' outcomes. Governors have access to regular, detailed and accurate reports from the headteacher and other leaders which keep them abreast of teaching and pupils' progress. Clear steps are set out for governors to consider the headteacher's decisions on teachers' career and salary progression ensures that these are justified.
 - Governors have the confidence and the detailed knowledge of the academy and its direction to probe leaders robustly and provide the right challenges to support continued improvement.

The behaviour and safety of pupils are outstanding**Behaviour**

- The behaviour of pupils is outstanding and this is helped by the fact that behaviour is managed exceptionally well.
- Pupils thoroughly enjoy the academy. One parent described it as 'like a second home' for her child and others said their children are only ever upset when they cannot go to the academy because it is closed for the holidays.
- The overall attendance rate is comparably low because many pupils' medical conditions keep them off school, sometimes for long periods. The underlying attendance rate is average.
- Pupils are excited by the friendliness in their daily interactions with each other and staff.
- Attitudes to learning are excellent. Pupils are always enthusiastic and get actively involved in their work and activities. Paying good attention and making valuable contributions to lessons are key skills that grow rapidly from a young age.

Safety

- The academy's work to keep pupils safe and secure is outstanding. Pupils feel very secure and confident from seeing familiar faces and enjoying the positive relationships found throughout the academy.
- Pupils treat each other well, always showing respect and concern. There is no bullying and the very close supervision of pupils throughout the day eliminates any possible risk of pupils being harassed.
- In keeping with pupils' ability to know and understand about keeping themselves safe, they learn about everyday risks such as road safety and, if appropriate, risks in relationships and the use of digital technology.

The quality of teaching is outstanding

- Teaching is highly developed in promoting pupils' rapid learning and progress. Over time, the consummate expertise used in developing pupils' skills and knowledge ensures their high levels of achievement.
- Teachers and their substantial teams of assistants are exceedingly well equipped to promote learning and progress. Staff work together very effectively. They are exceptionally well trained and qualified to manage the challenges of their work.
- Staff are very effective at engaging pupils in ways very well matched to their needs. They proceed with a very secure grasp of what they want each pupil to learn. Relationships with pupils are extremely positive and behaviour, particularly potentially challenging behaviour, is managed expertly. Staff create a calm, purposeful atmosphere in which pupils thrive.
- A great deal of skill and thorough assessment is used to determine each pupil's precise starting points in relation to all of their needs. As a result, teachers and their assistants know pupils extremely well. They use their detailed assessments to plan so that pupils can build step-by-step on what they know and can do.
- One of the great strengths of teaching is the excellent joint planning between the academy's physiotherapy and speech and language therapy specialists and classroom staff. As a result, no opportunities are missed in coordinating pupils' learning and progress in their physical and sensory development, communication and independence. Opportunities are constantly found for pupils to practise walking, sitting, using signs and symbols within lessons, at lunch and at playtimes.
- Teaching is sharply focused, intensive and often proceeds at a rapid pace, challenging pupils and eliciting their very best efforts. Pupils who are at a point in learning where they can master reading, writing and mathematics are challenged very effectively to develop these skills. They are stretched to apply them in different ways, such as putting together sums of money using a collection of coins.

The achievement of pupils is outstanding

- Across the academy, pupils make rapid progress as a result of expert, challenging teaching. This ensures that the very large majority's achievement is outstanding.
- The curriculum, in comprehensively tackling all the vital areas of learning for each pupil, promotes excellent progress.
- From the outset, pupils settle and quickly engage in learning. They develop an interest in work and

activities, and become keen to be involved and contributing to lessons. The limitations of physical disabilities, sensory impairments and many other barriers to learning are tackled expertly and intensively, paving the way for pupils to make progress in extending their range of skills.

- Pupils communicate with increasing skill, using appropriate techniques such as gestures, symbols or speech according to their capabilities. Where electronic aids are helpful, pupils learn the use of this equipment, such as eye-pointing technology.
- For many, reading and writing skills develop once they have attained a means to communicate. Some use symbols in school and at home in increasingly sophisticated ways. All pupils engage frequently with books, from looking and handling them to listening and enjoying stories. Many progress to be functionally literate, reading and understanding, for example, information such as days of the week and months of the year. The most-able pupils across the academy read independently, tackling more complex texts as they get older.
- Many pupils consolidate their mathematical skills by constantly practising their recognition, writing and counting of numbers. They later apply this to everyday uses linked to shop purchases and planning spending on a budget.
- The academy's data show that nearly all pupils make expected or more than expected progress.
- Disadvantaged pupils who receive additional support through the pupil premium make the same outstanding progress as the academy's other pupils. While they, like other academy pupils, benefit from outstanding provision, the pupil premium promotes progress by giving added scope for improving pupils' physical skills, communication, literacy and personal development. No meaningful comparison is possible between the performance of the academy's disadvantaged pupils and pupils nationally.

The early years provision

is outstanding

- Highly effective leadership of the early years ensures that children receive the very best start to learning. They make outstanding progress so that by the end of the Reception Year, they have gained an excellent foundation on which to start Year 1. The leader of the early years manages a seamless transition for children into Key Stage 1. The work of the early years and the gains that children make are subsequently built upon in a systematic way.
- Thorough assessment of Nursery children's starting points across all areas of their development lead to detailed planning, ensuring that children make progress on all fronts. They are assured of rapid progress in their physical development, such as learning to walk and to sit safely and managing to balance.
- Communication with parents is very effective. Particular difficulties affecting learning and progress, such as sleep problems and diet, are managed expertly in partnership with parents.
- Parents see remarkable differences in their children happening in a short time. They are very impressed that, for example, their child can walk and say words. They see their children coming out of their shell, engaging and being interested in the world around them.
- Teaching is excellent and sharply focused on maintaining a brisk pace to learning, making lessons lively and moving children on in what they know and can do. Teachers and their assistants are expert teams, constantly engaged with children and challenging them to improve their skills.
- Children behave extremely well, having learnt quickly to listen and follow instructions. High expectations for good behaviour and children treating each other with respect are established at an early stage. Children are supervised very closely throughout the day and are kept safe by ever-vigilant staff.

The sixth form provision

is outstanding

- The leadership and management of the sixth form is outstanding. Students' needs are met with high levels of expertise and through planning, which is securely based on thorough assessments. Students respond very positively to the high expectations made of them. They consistently tackle their work diligently and complete it to the best of their ability. As a result, their achievement is outstanding. This amounts to a very good preparation for eventually leaving the academy and taking on future opportunities in education and training.
- Students' behaviour is outstanding. They relate to each other and staff in ways appropriate for young, responsible adults. Their attitudes to learning are very positive. Students express interest in exploring topics and are thoroughly engaged with each other in discussing plans and solutions to problems. Consistently good behaviour and respect for others contribute significantly to staying safe. Their

awareness of risks and keeping safe are developed effectively throughout their work and activities.

- Teaching is very effective, particularly in the way it enables students to take charge of their learning. For the most-able students, teachers' questions and the part taken in discussions are carefully tempered to allow students to agree and make decisions. For example, students made plans for a visit out of school, working out everything they needed to consider, such as travelling and costs.
- Sixth form students with profound and multiple learning difficulties are engaged exceptionally well by staff using sensory experiences and encouraging communication. However, some of the books and equipment used in lessons to engage these students are more suitable for young children than the young adults here.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	137394
Local authority	North East Lincolnshire
Inspection number	449543

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Special
School category	Academy special converter
Age range of pupils	3–19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	103
Of which, number on roll in sixth form	11
Appropriate authority	The governing body
Chair	Colin Merriman
Headteacher	Andrew Zielinski
Date of previous school inspection	Not previously inspected as an academy
Telephone number	01472 590645
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