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Mr Mark Eames
Cambridge Park Academy
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Dear Mr Eames

Special measures monitoring inspection of Cambridge Park Academy

Following my visit with Fiona Dixon OI to your school on 22–23 November 2017, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions that have been taken since the school's previous monitoring inspection.

The inspection was the second monitoring inspection since the school became subject to special measures following the inspection that took place in November 2016. The full list of the areas for improvement that were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached.

Having considered all the evidence I am of the opinion that at this time:

Leaders and managers are taking effective action towards the removal of special measures.

The school's improvement/action plan is fit for purpose.

Having considered all the evidence I am of the opinion that the school may appoint newly qualified teachers.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for North East Lincolnshire. This letter will be published on the Ofsted website.

Yours sincerely

Marian Thomas
Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection that took place in November 2016.

- As a matter of urgency, improve the effectiveness of the school's safeguarding arrangements by making sure that:
 - all required checks on the suitability of staff are in place and the school's record of checks is complete and meets Department for Education requirements
 - all staff are well trained and knowledgeable about how to promote all aspects of pupils' personal development, behaviour, safety and welfare
 - the school's safeguarding policies and procedures follow current Department for Education guidance and are clear, understood and consistently applied
 - pupils' behaviour is managed safely and well.
- Rapidly improve the effectiveness of leadership, management and governance by making sure that:
 - leaders and governors have an accurate and comprehensive understanding of all areas of the school's work, especially the arrangements for safeguarding pupils
 - leaders and governors closely monitor the quality of teaching and the progress all pupils make, including disadvantaged pupils and the most able, and act quickly and decisively where improvement is needed
 - performance management is used to drive improvement in teaching, accelerate pupils' progress and hold teachers and leaders more rigorously to account
 - pupils' spiritual, moral, social and cultural development is supported and promoted consistently well.
- Improve the quality of teaching, learning and assessment and increase the progress pupils make, especially disadvantaged pupils and the most able, by ensuring that:
 - assessment information is used effectively by teachers to plan learning activities which are closely matched to pupils' interests and levels of ability
 - teachers follow the school's policy for marking and giving feedback to pupils.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of the school's use of pupil premium funding should be undertaken in order to assess how this aspect of leadership and management may

be improved.

Report on the second monitoring inspection on 22 November 2017 to 23 November 2017

Evidence

Inspectors observed the school's work, scrutinised documents including the school's system for measuring pupils' progress, safeguarding documents and documents related to performance management, and met with two deputy principals, the school's behaviour lead, the school's data manager, a group of teachers, groups of pupils, the chair of the governing body and a representative from the local authority.

Context

Since the school's previous monitoring visit a member of the senior leadership team has left. Two members of the middle leadership team have also left. A new deputy principal has been appointed who has responsibility for teaching and learning. At the time of the inspection the principal was absent from school due to illness. It is planned he will return in early December 2017. In his absence the chair of governors has increased the amount of time he spends in school.

The effectiveness of leadership and management

Following the previous inspection, the leadership team rightly focused on the effectiveness of safeguarding policies, procedures and practice. At the time of the previous monitoring visit it was clear that much progress had been made in ensuring the safety and well-being of pupils at the school. Continuous improvement in the development of a culture of safeguarding across the school was further apparent at this monitoring visit.

The appointment of a new deputy principal has refocused the leadership team's efforts on improving the quality of teaching and learning. Her first initiative has been to raise the profile of teaching and learning across the school. Actions such as the production of a monthly newsletter and developing whole-staff training focused on improving different aspects of teaching and learning have begun to bring forward improvement. Observations of teaching and learning are carried out regularly by members of the senior leadership team. Each observation is carried out by two leaders, who feedback the strengths and areas which could have been improved to individual staff promptly. A well-organised timetable of observations and analysis of teachers' planning demonstrates leaders' focus on improvement. However, much of this work is at an early stage of development and the full impact is not yet measurable. Since September a new system has been put in place which now more effectively monitors the progress that pupils make across the school. The school's data manager has developed a clear system which is now used by staff across the school to assess pupils' progress from their various starting points. This system has been developed since the last monitoring visit and currently only half a

term's data has so far been analysed. Once again, the impact of this new system cannot yet be fully measured

The governing body continues to develop and grow under the watchful eye of the chair of governors, who has a very clear vision for the governors' future role within the school. A recent innovative recruitment campaign spearheaded by the chair of governors has led to the recruitment of two new governors, who are currently undergoing a very thorough induction process.

The school has recently appointed a new pupil premium champion, whose role will be to oversee the progress of disadvantaged pupils. An external consultant is to deliver training for the role in the next few weeks.

A system to measure staff performance against targets identified within the school development plan is now in place. Targets are clearly designed to speed up improvement across the school as well as to reward staff for their work.

The school's action plan and school development plan demonstrate well the school's pathway for improvement. During the principal's recent absence other senior leaders have continued to work industriously and successfully towards bringing about planned improvement to the quality of teaching and outcomes for pupils. The shared vision for improvement held by the leadership team is clearly evident. Since the principal's leave of absence, the chair of governors has increased his involvement in the day-to-day management of the school in order to support senior leaders. This demonstrates the governing body's support and commitment to further improvement.

In the previous inspection the lack of development of pupils' spiritual, moral, social and cultural skills and understanding was a key concern. Leaders have begun to address this aspect of the school's curriculum but as yet have not made effective progress. For example, a programme of sex and relationship education is not yet securely in place. While plans are in place to address these issues, they have yet to be implemented.

Quality of teaching, learning and assessment

The quality of teaching, learning and assessment is improving. This is largely due to the focused approach leaders have taken to developing consistency in teaching and learning across the school. For example, the deputy principal has introduced teaching files for each member of staff. Each file supports staff to plan learning following school guidance and protocols. Files are monitored by senior leaders and support is offered to those who are struggling. This, coupled with classroom observations, has recently given leaders a clearer overview of teachers' work.

However, leaders also recognise the need to carry out more regular scrutiny of the progress that pupils make in their books. Senior leaders joined the inspection team

in looking at pupils' books during the monitoring visit. This gave leaders a further insight into areas of strong and weaker practice. Plans are now in place to carry out regular scrutiny of pupils' work across the school.

A new marking and feedback scheme has recently been introduced. Analysis of work in pupils' books demonstrated that this was being implemented well in some areas of the school and less well in others. Leaders accept that further work is needed to ensure that feedback is useful and enables pupils to improve their work.

A new data and tracking system is now in place. Staff have now received training on how to input data and are increasingly using the information on pupils' learning to plan further work.

Post-16 pupils attend a separate unit which is a short distance away from the school. The unit focuses pupils on developing a range of life skills and preparing pupils for the next stage in their education or the world of work. At present, pupils access mathematics and English courses at an off-site location. Vocational work undertaken with school staff is generally effectively planned and organised and enables pupils to make progress. However, more academic work in mathematics and English delivered by the off-site provider is less well planned and progress for pupils is slower. School leaders are aware of this and plan to deliver mathematics and English on-site from January 2018.

A small number of key stage 3 and 4 pupils attend the school's Laurus unit, which is situated at the post-16 site. These pupils have a diagnosis of autism and Asperger's syndrome; they also have associated mental health needs which make attending mainstream school difficult. The curriculum offered to these pupils does not always meet their academic needs and this slows their progress over time. However, their social, emotional and mental health needs are more effectively met and, as a result, most have improved attendance overall.

School leaders recognise that there is still much to be done in identifying and improving the provision for the most able pupils. Teachers are not yet consistently identifying this group of pupils and, as a result, their progress is not measured.

Personal development, behaviour and welfare

Pupils' behaviour and attitudes to learning have improved since both the previous monitoring visit and the previous inspection. This improvement has largely been brought about because of the recent appointment of a behaviour manager and assistant headteacher, who now leads the behaviour team. The behaviour manager is a member of the school's middle leadership team and has already brought in systems which both monitor and analyse incidents of difficult behaviour. For example, the behaviour manager has already established that the number of incidents increases outside lesson time. Plans are now in place to increase the level of activities which pupils can access during these times.

Pupils' attitudes to learning have also improved recently. This is partly due to the increase in the number of visits made by members of the behaviour team to classrooms, in order to praise pupils for their behaviour and good attitudes.

Pupils spoken to feel that they can no longer 'get away with bad behaviour' and difficult behaviour is reported to form teachers and parents. Detentions also now take place regularly for incidents of misbehaviour. Pupils respect this and commented on their better understanding of the consequence of making the wrong behaviour choice.

Senior leaders are aware that improving pupils' levels of knowledge and understanding of spiritual moral, social and cultural issues still needs further work. Insufficient time is spent on developing these aspects of the curriculum. The lack of focus in this area is slowing pupils' personal development and welfare overall, particularly in developing older pupils' understanding of sex and relationship education. Some action is planned to bring about improvement through the development of a more effective personal social, health and enterprise curriculum.

Pupils' attendance remains close to the national average. Most arrive punctually on transport provided by the local authority.

Outcomes for pupils

Pupils' progress in books remains inconsistent. Pupils observed in lessons also made inconsistent progress from their starting points. Where the quality of teaching was stronger, faster progress was observed. However, where planned learning does not match pupils' needs, learning slows. This could clearly be seen in a set of pupils' English books where several pupils had moved to a higher-ability group. Work in the books of these pupils demonstrated slower progress than they had previously made in their original class. This was because the curriculum set did not accurately meet their needs, particularly in stretching and challenging the most able.

Very early data from the school's tracking system shows that overall pupils are making slower progress in English than in mathematics. Further data is needed to confirm this. Work in pupils' books looked at during the monitoring visit supports this picture.

Early data for pupil premium pupils suggests that gaps are beginning to close again this year.

External support

The local authority continues to monitor the school's progress and relationships are cordial. However, less support has been offered since the previous monitoring visit as safeguarding processes and procedures have strengthened.