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8 March 2022

Bernadette Moorcroft  
Headteacher  
Cambridge Park Academy  
Cambridge Road  
Grimsby  
North East Lincolnshire  
DN34 5EB

Dear Mrs Moorcroft

### **Requires improvement: monitoring inspection visit to Cambridge Park Academy**

Following my visit to your school on 8 February 2022, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the monitoring 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 to improve the school since the most recent section 5 inspection.

The monitoring inspection was carried out under section 8(2) of the Education Act 2005 and has taken place because the school has received a judgement of requires improvement at its previous section 5 inspection.

This was the first routine inspection the school received since the COVID-19 pandemic began. I discussed the ongoing impact of the pandemic with you and have taken that into account in my evaluation.

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

### **Leaders and those responsible for governance are taking effective action in order for the school to become a good school.**

The school should take further action to:

- Ensure that subject leaders have the support and knowledge needed to plan the curriculum so that teachers, particularly in the secondary department, have the right information to effectively deliver the curriculum.

## **Context**

Since the previous inspection, there have been changes in the senior leadership team. You and a deputy headteacher have joined the school. You have been in the post of interim headteacher for six weeks. A new headteacher has been appointed and is due to take up their post in September 2022. Senior leaders have restructured the curriculum since the last inspection. In 2020 and since the last inspection, the school has joined the Humber Education Trust.

The school has only been closed to pupils for a short period since the beginning of the pandemic. This has supported more vulnerable pupils in coping with the stresses that the pandemic may bring them. COVID-19 has recently impacted significantly on staff and the pace of improvement in the school. In the autumn term 2021 and the spring term 2022, cases of COVID-19 have been high in the school, particularly among staff. This has curtailed some elements of curriculum improvement, including elements of professional development. Pupils have also been prevented from taking part in activities such as The Duke of Edinburgh's Award and swimming.

## **Main findings**

School leaders redesigned the curriculum two years ago. Since you have redesigned the curriculum, pupils follow an individualised curriculum pathway. Some follow formal pathways so they can access a more academic curriculum, others a curriculum based around their individual education, health and care plan (EHC plan) needs. Some pupils access a mix of both curriculums. Leaders have ensured that these curriculums are planned through three phases so that learning is progressive. Pupils work through the phases based on their individual needs.

The curriculum is delivered through a primary model across both the primary and secondary departments. The class teacher teaches all subjects in both the primary and secondary departments. There have been significant improvements in behaviours and anxieties across the school since this model has been adopted. However, this model has led to some teachers, particularly in the secondary department, lacking confidence in and knowledge of some of the subjects they deliver. Staff's absence due to COVID-19 has limited the pace of professional development to alleviate this issue. This is not the case in all subjects.

In mathematics, the curriculum makes very clear what teachers need to revisit to ensure pupils understand concepts and vocabulary before they can move on to the next area of learning. The subject leader for mathematics makes clear what pupils are expected to learn, remember and understand, including vocabulary. Teachers make sure that assessment is based on these expectations. In some other subjects, curriculum planning is highly complicated. This makes it difficult for teachers to know exactly what they should teach and when.

You and other senior leaders and managers have ensured that this school is well resourced to meet the needs of pupils. A consistent approach to the use of visual prompts

helps pupils communicate with adults and makes the transition to other classes easier for pupils. Relationships are strong, and pupils appear happy and comfortable around staff. Staff know pupils well and can respond to their changing needs. All staff are involved in addressing pupils' academic and social needs, as identified in individual EHC plans.

You have a highly motivated and knowledgeable safeguarding team. They are relentless in their efforts to ensure that pupils and their families have support to help them feel safe. Staff are aware of their duty to report a concern, however small. Your team use an electronic programme to record all incidents. Staff have been recently trained so that they are familiar with this programme and your policies and procedures around safeguarding, including whistleblowing.

### **Additional support**

The Humber Education Trust have a clear overview of how they can support the school. The trust has established a range of network hubs for different curriculum subjects and areas of responsibility. These hubs allow staff to share good practice and learn from other schools in the trust. The pandemic has prevented staff from meeting up as regularly as they would like to. Some staff have not taken advantage of these hubs. When staff have utilised hubs well, it has been successful in securing good outcomes. Your safeguarding team seek advice and support for themselves, pupils and families from the local authority. They are tenacious in following up their concerns.

### **Evidence**

During the inspection, I met with you, the interim headteacher, members of your senior leadership team and some subject leaders. I met with the multi-academy trust chief executive officer and deputy chief executive officer. I held a telephone conversation with the chair of the local governing body. In these conversations, we discussed the actions taken since the last inspection. In a meeting with the designated safeguarding lead and you, we discussed safeguarding. I toured the school and visited lessons. I considered a range of documentation relating to curriculum and school improvement planning. I checked recruitment records.

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

Yours sincerely

Jo Sharpe  
**Her Majesty's Inspector**