

# Inspection of Lodge Park Academy

Shetland Way, Corby, Northamptonshire NN17 2JH

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Inspection dates: 21 and 22 November 2023

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Good**

Behaviour and attitudes

**Requires improvement**

Personal development

**Good**

Leadership and management

**Good**

Sixth-form provision

**Good**

Previous inspection grade

Requires improvement

The head of school is Ruth Roberts. This school is part of the David Ross Education Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Stuart Burns, and overseen by a board of trustees, chaired by David Ross. There is also an executive principal, Sue Jones, who is responsible for this school and one other.

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

The school has high expectations of what pupils can achieve. The ambitious curriculum has been designed to make sure that all pupils gain sufficient knowledge to achieve well. Pupils with special educational needs and/or disabilities (SEND), and those who speak English as an additional language, are well supported.

Most pupils behave well. They are polite and respectful and try hard in lessons. However, a small minority of pupils do not behave as well as they should. They truant from lessons and disrupt the learning of others. Some pupils are frustrated that poor behaviour is not always dealt with effectively. They told inspectors that they do not always feel safe in the school because of the way some pupils behave.

Students in the sixth form are well prepared for their next steps. They are well supported academically. Many go on to aspirational destinations.

Pupils across the school benefit from a well-planned careers programme. This includes access to employers, colleges and universities. The school provides a broad range of enrichment activities that many pupils enjoy. This includes a variety of clubs in sports, music and drama. A number of pupils are proud to be part of the Combined Cadet Force in school.

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

The curriculums for all subjects have been carefully sequenced so that pupils can build on their existing knowledge and deepen their understanding over time. There is a focus on literacy and communication. Pupils learn the vocabulary they need to discuss their learning and express their own ideas. Pupils read often from a variety of high-quality texts. The school quickly identifies pupils who need extra help with reading. They receive effective support to develop reading fluency so that they can access the curriculum.

Pupils in key stage 3 study a broad range of subjects. In key stages 4 and 5, pupils choose from a range of academic and vocational courses. All pupils have the opportunity to study the GCSE subjects that make up the English Baccalaureate. In the sixth form, the range of A-level courses has increased to meet students' ambitions and interests.

The results from public examinations do not yet match the school's high expectations. The school recognises this. Staff have worked hard to improve the delivery of the curriculum. They work well together to continue to develop their expertise. They are well supported by subject experts from the multi-academy trust.

Teachers are knowledgeable about their subjects. In most lessons, they provide clear explanations to help pupils learn the important knowledge. Pupils have lots of opportunities to revisit topics they have learned before. This helps them to remember what they have learned. Teachers check pupils' learning regularly and

address misconceptions quickly. They adapt lessons to make sure that all pupils, including those with SEND, gain knowledge securely. Most pupils work hard and take pride in their work.

Disruptions to learning are not tolerated. The school has developed routines to promote a positive learning environment for all. However, these routines are not always applied consistently by staff. They are not clearly understood by all pupils. Too many lessons are disrupted. When pupils do not behave well, they are not always supported effectively to correct their behaviour. Too many pupils are removed from lessons or suspended from school. Often, when they return to lessons, they continue to disrupt learning. Some pupils do not enjoy their time at school because of the poor behaviour of others.

Sixth-form students benefit from a calm and focused environment. Sixth-form courses are demanding. Students receive excellent pastoral care that helps them to rise to the challenge.

The vast majority of pupils are tolerant of others and accept diversity. There is a well-planned curriculum for personal, social and health education (PSHE). This includes learning how to avoid risky situations and how to stay safe and be healthy. Pupils learn about equality and British values. Many are involved with community and charity projects, such as collecting food for a local food bank.

The school works hard to make sure that all pupils attend school well. A significant minority of pupils do not attend school often enough. These pupils miss too many lessons and do not benefit from the school's ambitious curriculum as well as they should.

The school has recently experienced a number of changes among its senior staff. Supported by the multi-academy trust, the school has made some changes to daily routines to improve the provision for pupils. Most teachers are positive about these changes. Some parents are concerned, particularly about behaviour at the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- The routines that are in place to support pupils to behave well are not clearly understood by all pupils. They are not consistently applied by all members of staff. Furthermore, staff do not always address incidents of poor behaviour effectively. A significant minority of pupils truant from lessons and disrupt the learning of others. The school needs to ensure that routines, and consequences for poor behaviour, are commonly understood and applied consistently.

- Too many pupils are removed from lessons or suspended from school for incidents of poor behaviour. Pupils do not always receive effective support to correct their behaviour so that they can return to lessons successfully. The school does not have robust systems for quickly identifying when pupils need help to regulate their behaviour. As a result, these pupils miss too many lessons. The school needs to ensure that all pupils are supported to behave well so that they can remain in lessons and benefit from the curriculum.

## 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>	139060
<b>Local authority</b>	North Northamptonshire
<b>Inspection number</b>	10298495
<b>Type of school</b>	Secondary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	11 to 18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	988
<b>Of which, number on roll in the sixth form</b>	63
<b>Appropriate authority</b>	Board of trustees
<b>Chair</b>	David Ross
<b>CEO of the trust</b>	Stuart Burns
<b>Head of school</b>	Ruth Roberts
<b>Executive principal</b>	Sue Jones
<b>Website</b>	<a href="http://www.lodgeparkacademy.co.uk">www.lodgeparkacademy.co.uk</a>
<b>Dates of previous inspection</b>	30 June and 1 July 2021

## Information about this school

- The head of school was appointed in January 2023.
- The executive principal was appointed in September 2023, she is also executive principal of another school.
- The school is part of the David Ross Education Trust.
- The school uses 3 registered alternative providers for a small number of pupils.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

## 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 principal, head of school, SENDCo and other school leaders.
- Inspectors met with the deputy CEO of the David Ross Education trust as well as other trust leaders as well as representatives of the board of trustees and the academy improvement board.
- Inspectors carried out deep dives in these subjects: mathematics, science, languages 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 visited a number of lessons in other subjects.
- To evaluate the effectiveness of safeguarding, the 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.
- Inspectors met with pupils from a range of year groups including pupils with SEND.
- Inspectors met with a range of teaching and non-teaching staff. They also considered staff responses to the online survey.
- Inspectors considered responses to Ofsted Parent View and spoke to a number of parents.

## Inspection team

John Spragg, lead inspector	His Majesty's Inspector
Rebecca Thompson	Ofsted Inspector
Julie McBrearty	Ofsted Inspector
Paul Sweeney	Ofsted Inspector

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