



Cambridge Park School

Inspection Report

Unique Reference Number 118152
Local Authority North East Lincolnshire
Inspection number 291036
Inspection dates 8–9 February 2007
Reporting inspector David Smith

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

Type of school	Special	School address	Cambridge Road
School category	Community special		Grimsby
Age range of pupils	5–16		DN34 5EB
Gender of pupils	Mixed	Telephone number	01472 230110
Number on roll (school)	173	Fax number	01472 230113
Appropriate authority	The governing body	Chair	Mrs Gwen Simons
		Headteacher	Mrs Gillian Kendall
Date of previous school inspection	1 March 2002		

Age group	Inspection dates	Inspection number
5–16	8–9 February 2007	291036

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Introduction

The inspection was carried out by two Additional inspectors.

Description of the school

In this larger than average special school; all of the 173 pupils have a statement of special educational need. Pupils have a wide range of learning difficulties and disabilities that includes moderate learning difficulties, speech or communication difficulties and autism. None of the current pupils attending the school are in the Foundation Stage. The proportion of pupils entitled to a free school meal is high and eight pupils are in public care. The pupils are predominantly White British. The school has received a range of national awards including, Investors in People, Arts Mark and the National Healthy Schools Award.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Cambridge Park School provides a good education. It is well led and managed and, as a result, has made good improvements since the last inspection and has exciting plans to build a new school in the future.

Teaching and learning are good and, as a result, pupils thoroughly enjoy their learning and achieve well. The effective use of assessment and good teaching ensures that pupils make good progress. Subject specialist teaching and good facilities help to motivate pupils and boost their achievement. Pupils make good progress in science, mathematics and information and communication technology (ICT). They also make good progress in English but they do not have enough practice at writing in the full range of subjects. Pupils in Years 10 and 11 have good success in a wide range of accredited courses that helps to further their economic well-being. Occasionally, teachers' planning does not ensure that the available support is used effectively; this limits pupils' progress in these lessons. Attractive displays around the school illustrate pupils' success; for example, in art and sporting activities.

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, is good. Attendance is good. Pupils take a full and active part in assemblies and warmly celebrate each other's success. Pupils display exceptional enjoyment in their learning and are very keen to show their work. Pupils say that they really like the school and feel safe. The school is well staffed and this helps to ensure that the wide range of pupils' learning needs are met. Staff effectively promote an awareness of healthy lifestyles; as a result, the school has gained a National Healthy Schools' Award. Pupils are taught to look after the environment and extend their recycling knowledge to the local community. Pupils work well in teams and become increasingly self-confident, which allows them to take full advantage of their work placements in Year 11, for example.

The curriculum is good and the provision of extra-curricular activities is outstanding. A wide range of after school clubs and activities are well attended and pupils are a credit to the school when they take part in activities such as swimming at a local leisure centre. Pupils talk enthusiastically about their exciting experiences, including residential trips, which help to boost their self-confidence.

Care, guidance and support are good and pupils respond exceptionally well to advice on how to keep safe. The school helps to provide valuable support to pupils during the holidays; pupils and parents appreciate this help. Typically, parents appreciate the good coordination, cooperation and dialogue between school and home.

The school's self-evaluation shows that senior leaders and governors have a good understanding of what it does well and what could be improved. However, the evaluation of teaching and learning is over generous with missed opportunities to provide advice on improving the impact of teaching on learning. The school has good links with other schools and agencies and provides well-managed support for pupils and staff in local mainstream schools. The school provides good value for money

What the school should do to improve further

- Ensure that the available support is used effectively in all classes.
- Ensure the evaluation of teaching and learning is accurate so that the school knows what improvements to make.
- Extend pupils' writing skills in other subjects.

Achievement and standards

Grade: 2

Boys and girls achieve well. The effective use of detailed assessment systems ensures that all pupils make good progress towards challenging targets. Variations in teaching strategies and the skilled organisation of tasks ensure that individual and groups of pupils achieve well. Pupils eligible for free school meals and those in public care achieve as well as their peers. Pupils' achievement in all subjects is good across the school. It is particularly good in science, mathematics and ICT. Pupils also make rapid progress in their communication skills. Despite the limitations in the opportunities provided to extend their writing in other subjects, achievement in English is still good. The provision for music is pitched at the right level to motivate pupils. Older pupils have formed an enthusiastic rock band and pupils with autism sing enthusiastically and accompany their singing with percussion instruments. Pupils in Years 10 and 11 make good progress in a wide range of accredited courses, including GCSE.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. Pupils' enjoyment of their learning is exceptional and their attendance is good. They have positive attitudes, feel safe at the school and are confident in the support provided by staff. Many pupils make exceptional progress in their behaviour and now behave well. The issue identified in the last inspection regarding the placement in the school of pupils with social, emotional and behavioural difficulties has been resolved. Fixed-term exclusions are decreasing. Pupils make good use of the opportunities provided in school to promote healthy lifestyles. They make healthy choices for lunch, eat fruit and drink water regularly. They take advantage of opportunities provided to extend their physical activity. For example, enthusiastically managed 'wake and shake' sessions before lessons help to get the day off to a brisk start. Pupils show good levels of increasing responsibility as they progress through the school. Many of the pupils enjoyed attending training to help provide support and advice to their peers. They express their opinions with confidence and make a positive contribution to decisions within the school.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good. Typically, teaching is brisk and purposeful. The use of effective assessment procedures ensures that pupils' work is well matched to their abilities. Teaching groups are organised in response to pupils' learning needs and this helps to ensure that they do well. For example, in the nurture group, activities are carefully tailored to meet the wide variety of pupils' learning needs. Expectations are high and this promotes a positive work ethic. Pupils' good work is celebrated and this boosts their self-esteem. Relationships at all levels are good and contribute to the positive management of pupils' behaviour. Many lessons include practical and collaborative work and pupils are enthusiastic about the challenges set for them. In science, very stimulating resources are effectively used to motivate pupils and this has a positive impact on their good progress. Occasionally, limitations in planning mean that the best use is not made of available support. As a result, pupils' progress is satisfactory rather than good in these lessons.

Curriculum and other activities

Grade: 2

The quality of the curriculum is good. The curriculum is carefully adapted to meet pupils' varied learning needs. This includes good support for their communication, numeracy and the effective use of ICT to support their learning. Too few opportunities are provided for pupils to practice and extend their writing skills in other subjects. Good specialist teaching rooms in subjects such as ICT and design and technology contribute to pupils' good progress. The school grounds are used effectively to develop pupils' environmental awareness and promote their enterprise skills. Local facilities are accessed to boost provision for physical education; for example, pupils listen carefully and make good progress in their water skills at a local swimming pool. Accreditation at the end of Key Stage 4 is effectively tailored to motivate and challenge all pupils. The provision of activities out of school hours is outstanding and the curriculum is enriched with an exciting range of activities. Pupils are rightly proud of their high quality artwork.

Care, guidance and support

Grade: 2

Care, guidance and support are good. The high level of commitment by staff helps to promote pupils' exceptional regard for the safety and well-being of others. Within the very supportive ethos of the school, pupils feel safe from bullying or other forms of discrimination. Staff ensure that pupils are aware of how to improve their work and they are fully involved in reviews of their progress. Provision matches pupils' needs; for example, the study centre effectively helps pupils to settle into the school, whilst the classes for pupils with autism are particularly effective. The school is well-staffed

and this provides the flexibility to meet pupils' wide range of needs including their challenging behaviour. The school works well with parents and other agencies to promote pupils' learning and personal development. Despite attending college link courses, some pupils do not manage the transition to college and the school has good plans to remedy this issue.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher provides very clear leadership and is determined to drive forward continual improvement. The staff team share this vision and make a valuable contribution to the school's good capacity to improve. Parents are confident that the school is well led and managed. Staff ensure that all pupils have equal opportunity to succeed and the school's positive ethos is recognised by their Investors in People Award. Self-review is thorough but the evaluation of teaching and learning is over generous with missed opportunities to provide advice on improving the impact of teaching on learning. Teachers' performance management systems are thorough and this ensures that their training is carefully matched to pupils' learning needs. The effective development of the support staff is also given a high priority. Consequently, they provide valuable specialist support; for example, to pupils with autism and help to boost pupils' communication skills. The governors, in particular the chair of governors, know the school well and provide effective support and challenge in order to help the school improve.

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Cambridge Park School

Cambridge Road

Grimsby

DN34 5EB

08 February 2007

Dear Pupils

I thoroughly enjoyed my visit to Cambridge Park. You made Mr Boyle and myself feel very welcome. Our base was next to the music room and so we were able to clearly hear your enthusiastic music making. Particular thanks to the pupils that showed us their work and we understand why you are so proud of your achievement.

This is what I found out about your school.

- Your headteacher, with good support from the governors and staff, ensures that you get a good education.
- You thoroughly enjoy your time at the school and make good progress in your work.
- You behave well and your attendance is good.
- Staff make sure that your work is interesting and is neither too easy nor too hard.
- The staff encourage you to be healthy and you take exceptional care to keep safe.
- You take part in an exceptional range of activities out of school hours including some exciting residential trips.

Even though we thought your school was good it could still be improved.

We think that the following things would help to do this.

- You should have more opportunities to practice your writing skills.
- Teachers should make sure that they plan carefully to make good use of the available support for your learning in all lessons.
- The school should take every opportunity to ensure that teachers know how to make the progress in your learning even better.

Yours sincerely

David Smith (Lead inspector)