

# Cambridge Park Maths & Computing College

## Inspection report

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<b>Unique Reference Number</b>	118152
<b>Local Authority</b>	North East Lincolnshire
<b>Inspection number</b>	339152
<b>Inspection dates</b>	25–26 January 2010
<b>Reporting inspector</b>	Rosemary Eaton

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

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<b>Type of school</b>	Special
<b>School category</b>	Community special
<b>Age range of pupils</b>	3–19
<b>Gender of pupils</b>	Mixed
Gender of pupils in the sixth form	Mixed
<b>Number of pupils on the school roll</b>	194
Of which, number on roll in the sixth form	1
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Gwen Simons
<b>Headteacher</b>	Mrs Gillian Kendal
<b>Date of previous school inspection</b>	8 February 2007
<b>School address</b>	Cambridge Road Grimsby DN34 5EB
<b>Telephone number</b>	01472 230110
<b>Fax number</b>	01472 230113
<b>Email address</b>	office@cps.tlfe.org

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## Introduction

This inspection was carried out by three additional inspectors. The inspectors spent nine hours looking at learning in 17 lessons each taught by a different teacher. They held meetings with members of the leadership team and governing body, staff, groups of pupils, parents and representatives of local employers and training providers. They observed the school's work, and looked at safeguarding policies and records, assessments of pupils' progress, the school improvement plan and attendance data. Inspectors received and analysed 73 questionnaires from parents and carers.

- how well writing is promoted, including through lessons across the curriculum
- how effectively leaders have introduced the new provision for the Early Years Foundation Stage and the sixth form
- the impact of the school's specialist status on pupils' achievement and the community
- the effectiveness with which the expertise of teaching assistants is used to support learning.

## Information about the school

This is a larger-than-average special school. It caters for pupils with a range of needs. Nearly half of the pupils have autism and most of the others have either moderate learning difficulties or speech, language and communication needs. Almost all pupils are White British. The proportion of pupils eligible for free school meals is much higher than average. Seven pupils are in the care of the local authority. In October 2009, the school was re-designated and began to admit children in the Early Years Foundation Stage and sixth form students. Currently, there are two children in the Reception Year. The school runs a course for students on the roll of a local college of further education. This is accommodated on the school site and staffed jointly with the college and was not the subject of this inspection. The school offers outreach support for schools, professionals and parents within the local authority.

In September 2007, the school was awarded specialist status in the area of mathematics and computing. Among its awards, the school has gained the Information, Advice and Guidance Gold award, Artsmark Gold, Sportsmark and Activemark, the Healthy Schools award and has Investors in People status. At the time of the inspection, there was no substantive deputy headteacher but two acting deputy headteachers. Privately managed, registered childcare operates from the school site on Saturdays and during school holidays. It is inspected separately.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?****1****The school's capacity for sustained improvement****1**

## Main findings

'I'm aiming for a grade C in my GCSE science.' A Year 11 boy's resolve typifies the ambition and determination displayed by the pupils, staff and leaders of this outstanding school. Leaders gain a highly accurate picture of the school's performance through rigorous analysis and evaluation of all aspects of its work. By comparing this information with data from similar schools, locally and nationally, leaders identify key strengths and pinpoint areas where further development will have most impact on the outcomes for pupils. Innovations are considered carefully in conjunction with the governing body and planned meticulously, contributing to sustained and notable improvements on all fronts during recent years. For example, developments in the curriculum mean that the pupils were among the first to gain accreditation in functional (practical) skills in English, mathematics and information and communication technology (ICT) and some have, this year, embarked on a foundation diploma course in ICT. The newly implemented provisions for the Early Years Foundation Stage and for the sixth form are already of good quality and are developing rapidly. All in all, Cambridge Park demonstrates an excellent capacity to maintain its impressive track record and to continue to move forward.

Pupils leave Year 11 with an extensive range of accreditation, which for the most able, includes GCSE or equivalent passes in up to five subjects. This represents exceptional progress from their individual starting points and results from the outstanding quality of teaching. As with the extremely rich curriculum and the excellent care, guidance and support provided, this high quality teaching is focused expertly on providing what each pupil needs in order to advance in their learning and development. Parents and carers are emphatic that this is the case and comment, for example, that the school, 'always goes the extra mile to ensure my child's needs are met'. As a result, pupils become well-rounded individuals who feel entirely safe in school but are extremely well placed to move on to training or further education when they leave. Their behaviour is outstanding and they make an exceptional contribution to the school and local community.

The school's specialist status has had a significant impact on the school's effectiveness. For example, by extending and strengthening partnerships with employers, training providers and other schools, opportunities have increased for the school's own pupils and for other young people. Pupils are regularly out and about in their community. However, only infrequently do they get chances to work and socialise with groups of people not represented in the local area.

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

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- Increase opportunities for pupils to engage with community groups beyond those represented within the school's local community.

## Outcomes for individuals and groups of pupils

**1**

Pupils are confident learners. Regardless of their special educational needs and/or disabilities, they all show some degree of interest in their work and many are full of enthusiasm. For older more able pupils, this extends to a commitment to do as well as possible in examination courses. Their impressive behaviour during lessons enables pupils to listen attentively to their teachers and they are very ready to answer questions and explain their ideas. In a science GCSE lesson, one pupil was delighted to point out to the class the connection between ultra-violet light and the filter in his garden pond. Learning is frequently characterised by pupils' ability to work together and their keenness to support each other. A group of older pupils with significant degrees of autism displayed outstanding self-control as they sat together and took turns to recall how they should behave. Pupils try hard to be independent, often using their ICT, reading and writing skills to enhance learning. For example, pupils in Key Stage 2 needed no prompting as they worked through a mathematics computer program involving matching groups of up to five objects to the correct number.

The targets set for pupils are very challenging. They are frequently met and often exceeded. For example, last year the targets in mathematics associated with specialist status were exceeded by up to half of the pupils in each key stage. Year-on-year, pupils in Year 11 gain more accreditation and at higher levels. For the more able, this often includes GCSE or equivalent in mathematics, statistics, science and ICT. In 2010, the first cohort will sit GCSE examinations in English, with predictions of success at grades F and G. Virtually all Year 11 pupils achieve success in functional English, mathematics and ICT. Tracking from their point of entry to when they leave school confirms that progress and achievement are outstanding for all groups of pupils. Those with the most significant autism learn to communicate, cope with change, and to control their behaviour in school and when in the community.

Despite the volatile nature of some pupils, the school is calm and orderly. One pupil wrote, 'We are all friends. We say no to bullying.' As a result, pupils say they feel extremely safe in school; a view confirmed by parents and carers. Pupils are confident to go to staff with any concerns, knowing that these will be acted on swiftly. Pupils understand the importance of a good diet and plenty of exercise. Attendance is above the national average for secondary schools, supporting pupils' learning and contributing to the attributes that prepare them extremely well for their future lives. Pupils readily accept responsibility. Through the work of the school council and jobs such as being lunchtime helpers or fruit monitors, pupils contribute strongly to the school community. Local groups, such as elderly residents, benefit from pupils' efforts as do a wide range of charities. Pupils study different religions and cultures but have relatively few opportunities to interact with the groups they learn about.

*These are the grades for pupils' outcomes*

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Please turn to the glossary for a description of the grades and inspection terms

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account: Pupils' attainment <sup>1</sup>	*
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

Teachers have an extensive knowledge of each pupil's stage of development and what they need to learn next. Learning activities and teaching methods are geared consistently to promoting progress towards individual targets and pupils are fully informed about the intention of lessons, generating a clear sense of purpose. Teachers combine their deep subject expertise with a thorough knowledge of how children learn. Consequently, explanations are precise and made relevant to pupils' interests and stage of development. Lessons are full of practical activities, which reinforce learning and lead to considerable enjoyment. Working relationships between staff and pupils are excellent, successfully encouraging pupils to confidently tackle challenging tasks. Personal schedules and alternative methods of communication, such as exchanging pictures or symbols, are used consistently to support the learning of non-verbal pupils. The effectiveness of teaching assistants' contributions has developed significantly since the previous inspection and is now extremely strong. Pupils' personal targets are easily identified. For example, they are printed on fobs attached to pencil cases. As a result, support staff regularly point out to pupils when they are working towards a goal and record the progress they make.

The curriculum takes full account of the requirements of pupils of different ages, so pupils study the same subjects and courses as their counterparts in mainstream schools.

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

\* In some special schools inspectors do not make a judgement about attainment in relation to expectations of the pupils' age.

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However, these are adapted with flair and full regard for all aspects of pupils' development. In many instances, this means that pupils have an individual learning programme. For example, in the class for Key Stage 3 and 4 pupils with the most challenging behaviour, the curriculum reflects provision in the mainstream of the school but with a constant focus on improving social skills and self-esteem. These pupils gradually spend more time with their key stage group, working towards reintegration. All pupils have plenty of opportunities to apply skills such as writing in lessons across the curriculum. The excellent nature of provision for mathematics and ICT, including up-to-the-minute resources, is borne out by pupils' successes in these subjects and aptly reflects the school's particular status. Highly effective programmes of work-related learning are supported by extensive partnerships with the community. Work experience placements enable some pupils to gain Saturday and holiday jobs, and factory visits and allied courses in health and safety give further valuable first-hand insights into the world of work. Accredited courses are chosen carefully to provide pathways into further education and to cater for pupils' wide ranging abilities. Residential visits often provide excellent opportunities for adventurous pursuits such as climbing, kayaking and archery. In addition to improving fitness, developing teamwork and independence, pupils increase their awareness of how to stay safe and have enormous fun into the bargain. Clubs, which cover topics including, cookery, sports, ICT and art, are popular with pupils of all ages.

Pupils feel secure and thrive in this extremely supportive environment, appreciating that the adults in school care about them. Well established systems promote good behaviour extremely well, with weekly discussions among staff to identify any concerns and ensure consistent approaches. When necessary, pupils are referred for additional support, for example, to help them recognise and cope with emotions such as anger. Staff apply their training in preventing incidents from escalating, successfully limiting the need for physical interventions. The effective work to maintain above average attendance includes liaison with health professionals in order to get pupils back to school quickly after stays in hospital. The learning mentor plays a key role in links with parents and carers, through personal contact and a programme of courses to support families over a range of issues. Induction arrangements are sensitive and enable learning to get off to a rapid start. Older students receive excellent guidance to prepare them for leaving, including mentoring from business partners and realistic but aspirational careers advice.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>1</b>
Taking into account: The use of assessment to support learning	1
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

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## How effective are leadership and management?

Staff are proud to be part of the school. Systems to monitor and develop teaching have come on apace since the previous inspection, and involve all staff in establishing criteria to define best practice in teaching. Teams of teachers and teaching assistants evaluate their own work and devise action plans to promote improvement. Senior and middle leaders carry out observations to check that this work is effective and provide support and coaching when needed. Leadership responsibilities and lines of communication are defined with great clarity, enabling the headteacher to maintain a detailed overview of this complex school. Data are used extremely efficiently and effectively and leaders act swiftly when anomalies are identified. For example, when the youngest pupils with autism appeared to be underperforming in aspects of mathematics, changes to their curriculum successfully closed the gap between these and other pupils. This approach exemplifies the school's determination to ensure that all pupils have equal opportunities to succeed. Specialist school funding has enabled the purchase of a set of computers for loan to families, ensuring that no pupils are disadvantaged by lack of access to technology at home. Its outreach work and partnerships provide more examples of the school's significant efforts to promote community cohesion. However, plans to allow pupils to engage with groups beyond the immediate community have not yet all been implemented. Safeguarding arrangements exceed recommended good practice. From simple solutions such as high-visibility jackets to enable duty staff to be identified quickly, to sophisticated approaches to records and their analysis, the school's work is exceptional. Governors have an excellent understanding of their responsibilities. They are forward-thinking and confidently challenge the school, for example, to justify expenditure.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>



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**The effectiveness with which the school deploys resources to achieve value for money**

**1**

## Early Years Foundation Stage

Comprehensive induction arrangements help children to settle and blossom in the warm, caring and supportive environment where they are taught alongside slightly older pupils with similar needs. All adults present children with good role models so that they develop into confident, well-behaved children, eager to try out new things. For example, they develop positive relationships with other children, happily playing together as they pedal trikes or build towers of blocks. Learning opportunities are matched well to children's needs and interests so that they enjoy their learning. There is a good balance between activities where children discover things for themselves and those where they work with an adult. Regular use is made of the outdoor accommodation, which is soon to be improved to make for easier access from the classroom. Assessment procedures including detailed observations of children working independently are rigorous, providing accurate information to support planning and extend children's learning. Consequently, children are making good progress in all areas of learning, and most especially in their personal, social and emotional development.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Sixth form

The provision is characterised by a flexible approach to meeting students' needs. For example, education takes place in a variety of settings, so skills learned in school are transferred to other aspects of students' lives and are practised with the other adults responsible for students. The curriculum includes opportunities for relevant accreditation and work-related skills. These provide a sense of purpose and an experience of adult life. For example, staff insist that tasks, such as disinfecting a table before younger pupils eat a snack, are completed to a high standard. Already there is evidence of good learning and progress, for instance, a greater willingness to associate with unfamiliar people and to use community resources. Plans to develop the provision further have been held up by delays in the necessary building work, now nearing completion.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

*These are the grades for the sixth form*

<b>Overall effectiveness of the sixth form</b>	<b>2</b>
Taking into account:	
Outcomes for students in the sixth form	2
The quality of provision in the sixth form	2
Leadership and management of the sixth form	2

## Views of parents and carers

Inspectors consider parents and carers' very positive views are entirely justified. The few criticisms of some aspects of the school were not supported by the inspection findings.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Cambridge Park Maths & Computing College to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 73 completed questionnaires by the end of the on-site inspection. In total, there are 194 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	0	0	0	0	0	0	0	0
The school keeps my child safe	0	0	0	0	0	0	0	0
The school informs me about my child's progress	0	0	0	0	0	0	0	0
My child is making enough progress at this school	0	0	0	0	0	0	0	0
The teaching is good at this school	0	0	0	0	0	0	0	0
The school helps me to support my child's learning	0	0	0	0	0	0	0	0
The school helps my child to have a healthy lifestyle	0	0	0	0	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	0	0	0	0	0	0	0	0
The school meets my child's particular needs	0	0	0	0	0	0	0	0
The school deals effectively with unacceptable behaviour	0	0	0	0	0	0	0	0
The school takes account of my suggestions and concerns	0	0	0	0	0	0	0	0
The school is led and managed effectively	0	0	0	0	0	0	0	0
Overall, I am happy with my child's experience at this school	0	0	0	0	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



27 January 2010

Dear Pupils

Inspection of Cambridge Park Maths & Computing College, Grimsby, DN34 5EB

Thank you for your warm welcome when we inspected your school. We really enjoyed meeting you and seeing your lessons. Special thanks go to the school council members who talked to us. We know how much you like your school and we agree with you that it is outstanding.

These are some of the things we liked best about it:

- you all learn a lot and the Year 11 pupils pass exams
- you have excellent teaching and plenty of exciting things to do
- the school takes superb care of you, so you feel really safe
- you behave very well indeed and look out for each other
- you also help other people in the community and raise money for charities.

Your headteacher, governors and the other adults in school all work very hard to make your school such a happy and busy place for learning. We have asked them to find ways for you to meet more people who might seem different to most people in the Grimsby area.

I send all the staff and each one of you my very best wishes for the future.

Yours sincerely

Mrs Rosemary Eaton

Lead inspector

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