

Lodge Park Academy

Shetland Way, Corby, Northamptonshire NN17 2JH

Inspection dates

22–23 November 2016

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Requires improvement
16 to 19 study programmes	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a school that requires improvement

- Leaders' planning for school improvement lacks attention to detail. Targets are not specific enough to measure the success of actions intended to improve the school.
- Middle leaders and teachers are not as sharp as they need to be in addressing pupils' underperformance. They do not use assessment information as well as they should.
- Teaching in key stages 3 and 4 is inconsistent. Middle leaders do not tackle weak teaching effectively enough. This hampers the progress pupils make.
- Pupils, particularly the most able disadvantaged pupils, are not always sufficiently engaged in lessons because work is not challenging enough for them.
- Rates of pupils' exclusions are higher than the national average because teachers do not tackle poor classroom behaviour consistently.
- Not all pupils are able to work for extended periods without adult support. They are not well enough equipped to tackle learning challenges on their own.
- Pupils' conduct at different times of the school day is inconsistent. A minority of pupils disrupt lessons by calling out and talking over teachers.
- The opportunities for 16–19 students to take part in work-related activities to support their future career aspirations are limited.

The school has the following strengths

- Senior leaders provide good-quality support for teachers. Newly qualified teachers benefit from a comprehensive induction and training programme.
- The attendance of pupils is improving. Leaders monitor attendance rigorously and have good relationships with families who need support.
- Pupils feel safe in the school. They particularly enjoy the wide range of enrichment activities on offer.
- The quality of post-16 provision is good. Leaders guide students to follow programmes of study that closely match their needs.

Full report

What does the school need to do to improve further?

- Improve leadership and management by ensuring that plans for school improvement are more precise, clearly identifying timelines for implementation, measurable outcomes and who is accountable for them.
- Increase the impact of middle and subject leaders on delivering school improvement, ensuring that they:
 - address teacher underperformance rapidly and effectively
 - identify and improve the underperformance of pupils, particularly the most able disadvantaged.
- Improve the quality of teaching in key stages 3 and 4 by ensuring that:
 - teachers use the academy's assessment processes consistently so that work is accurately matched to the learning needs and abilities of all pupils, in particular the most able disadvantaged
 - teachers equip pupils with the strategies to become self-assured and respectful learners
 - rates of progress increase rapidly for all pupils and particularly the most able disadvantaged
- Ensure that the school's behaviour management procedures are consistently applied by all staff so that the number of recorded behaviour incidents, including exclusions, is reduced, particularly for disadvantaged pupils and pupils who have special educational needs and/or disabilities.
- Increase the number and range of work-related opportunities for 16–19 students.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- The school has not improved quickly enough since its last inspection. Leaders do not plan well enough for school improvement. The deadlines and targets designed to measure improvements lack precision.
- Leaders' responsibilities for actions are not clearly identified. Consequently, those who are responsible for implementation are unclear about the impact of their work and cannot prioritise next steps effectively.
- The impact of middle and subject leaders on securing school improvement is not consistently good. They do not all have the skills to tackle weaker teaching and provide the support necessary to secure improvement in pupils' outcomes, particularly in key stages 3 and 4.
- Middle leaders have not ensured that the quality of teaching has been good enough within the subjects they are responsible for. This leads to inconsistencies in the outcomes for pupils.
- Subject leaders' use of assessment information to improve pupils' outcomes is not consistently good. They are not yet sharp enough at identifying pupils' underperformance and addressing this promptly and effectively. As a result, groups of pupils, such as the most able disadvantaged pupils, do not progress as quickly as they should.
- Leaders' evaluations of the school's performance are accurate.
- Senior leaders use the school's procedures to manage the performance of staff increasingly effectively to improve the quality of teaching. Teachers are accountable for the progress of their pupils and for meeting challenging targets. Teachers are clear about leaders' expectations of their performance and feel challenged to ensure that pupils make at least good progress.
- Senior leaders have developed an effective programme of professional development which is contributing to improvements in teaching. For example, newly qualified teachers receive regular support that enables them to share and improve their own practice alongside teachers from across the trust. Teachers carry out peer observations and share best practice at 'teach meets'. These initiatives are supporting the spread of good practice across the school.
- The leadership of pupils who have special educational needs and/or disabilities is improving. The special educational needs coordinator has introduced more robust monitoring procedures and individualised support, which has led to improvements in the attendance and progress of this group of pupils.
- Pupils benefit from the school's broad and balanced curriculum, which is contributing to their improving outcomes. The school offers an exciting range of enrichment trips and visits; last academic year there were over 400.
- Leaders prioritise places for disadvantaged pupils and this encourages them to attend the combined cadet force and take up opportunities such as seeing Shakespearean plays performed live. There is a rich programme of sporting activity including the trust-

wide winter and summer cups that pupils are keen to be involved with. At lunchtime pupils are also able to take advantage of indoor football and the school's gym.

- Leaders are effective in promoting the spiritual, moral, social and cultural development of pupils. There is a comprehensive pastoral programme that champions fundamental British values such as tolerance, respect and democracy, with elections for the academy council as an example. In philosophy and ethics lessons, pupils are able to discuss a wide range of spiritual matters which are linked to the tutorial course they are following.
- Leaders have improved their monitoring of the use and impact of additional government funding, such as the pupil premium, since the last inspection. Disadvantaged pupils' involvement in the life of the school, including attendance at enrichment events and clubs, is rising and their attendance rates are improving. Staff training has focused on techniques to raise the engagement of disadvantaged pupils in lessons and this is improving the progress for the majority.
- Leaders use the additional funding of the Year 7 catch-up grant increasingly effectively. Eligible pupils receive additional literacy and numeracy support during tutor time and this has helped to improve their progress.
- Officers from the David Ross Academies Trust have correctly identified the school as needing additional support. Despite this, the support provided has not secured rapid enough improvement at the school. However, trust officers believe that the support provided since May 2016, particularly in mathematics and science, is having a positive impact and that the most recent internal assessment information reflects this.

Governance of the school

- Governors are effective in discharging their duties. Governors have a clear understanding of their roles in supporting and challenging the principal and senior leadership team.
- Governing body meeting minutes show that governors ask challenging questions of the principal and senior leaders about the progress made by pupils, for example around the attendance and progress of disadvantaged pupils. Governors visit the school regularly to check that the information they are given by school leaders is accurate.
- Governors understand their roles and responsibilities with regard to safeguarding. They undertake regular training and hold both school leaders and the trust to account for effective safeguarding practices.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders ensure that safeguarding is a priority at the school and they fully meet statutory requirements. All staff know their roles in keeping pupils safe and know what actions to take if they have a concern about a pupil's safety or welfare. New members of staff have detailed and effective training and understand the importance of safeguarding.
- All policies relating to the safety of pupils are up to date. Procedures for first aid and school trips are effective. Staff are kept informed and alerted to safeguarding issues

through regular updates issued by the trust. Pupils feel safe and say that they are comfortable discussing with all staff any concerns or worries they may have.

Quality of teaching, learning and assessment

Requires improvement

- In too many lessons, teachers do not match work accurately enough to the ability of pupils. In particular, the most able disadvantaged pupils are given work that is not challenging enough. As a result, in examinations they are unable to successfully complete the hardest questions necessary to achieve the highest GCSE grades.
- Teachers' approaches to assessment are inconsistent. Many do not use the school's assessment policy carefully enough. Not all teachers allow time for pupils to reflect on their work and this limits pupils' ability to gain the skills and confidence to self-correct their work.
- Where the policy is followed, pupils' progress is accelerated. For example, in a mathematics lesson that was observed by an inspector, the teacher prepared a follow-up to an assessment, focusing on those questions that pupils had found most difficult. Pupils said that this was effective in tackling their misconceptions and improving their understanding of the most challenging work.
- Not all pupils in key stages 3 and 4 have the skills and resilience to work independently for extended periods of time. A number are quick to seek the support of the teacher. This limits the progress they are able to make during lessons and over time.
- Where pupils make more progress, teachers employ a range of strategies to engage pupils in their learning. For example, in a low-ability Year 9 mathematics lesson, the teacher used a lunch box containing sandwiches and apples to introduce the concept of algebra. This approach allowed lower-ability pupils to understand an abstract concept successfully by relating it to a real-life example.
- Pupils read regularly in lessons and at home. They have reading records that parents are encouraged to complete. Pupils select books that are matched well to their ability levels, working through a suggested reading list which includes a range of modern and classic texts of increasing challenge as they mature.
- In the majority of lessons, teachers and teaching assistants use skilful questioning to probe and deepen pupils' understanding. In these lessons, pupils quickly master new skills and this enables them to make good progress.
- Teachers generally plan well-structured lessons. Teachers' plans identify pupils who are vulnerable to underachievement, such as disadvantaged pupils. Teachers employ strategies such as involving these pupils first in questioning to promote their engagement in lessons. Pupils spoken to by inspectors were usually clear about what they were learning and what they need to do to improve further.
- Teachers set regular homework that allows pupils to continue to progress their learning. An online system has recently been introduced that is allowing parents and teachers to track and support pupils to complete homework successfully.

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils gain in confidence as they progress through the school.
- Teachers encourage pupils to attend the wide range of activities provided during and at the end of the school day which support the development of their self-confidence. For example, students in Years 9, 10 and 11 take part in the combined cadet force which has had a positive impact on their self-discipline. Year 10 pupils are trained to act as mentors, providing support for pupils who need help to improve their literacy. This is supporting the improvement of literacy and numeracy of younger pupils while developing the confidence of the older ones.
- Pupils feel safe at the school. The vast majority of pupils' parents who responded to Parent View agreed that their child feels safe at the school.
- Pupils know how to keep safe in a variety of situations, including when using the internet. They are confident about asking for help from adults in the school if they need it, and those pupils that inspectors spoke to are confident that they will be listened to. Regular lessons and assemblies specifically covering the different forms of bullying are effective in reinforcing pupils' rights and responsibilities towards each other.
- The behaviour leader and the team of pastoral staff are conscientious in their support for all pupils, especially those whose circumstances may make them vulnerable. Where concerns arise, they are addressed effectively, drawing on external support agencies if this is necessary.

Behaviour

- The behaviour of pupils requires improvement.
- Not all pupils conduct themselves well in lessons. A minority of pupils disrupt lessons. This involves pupils talking over the teacher, shouting out or engaging in behaviour that distracts other pupils from focusing on their work.
- Teachers do not always use the school's behaviour policy effectively to address disruptive behaviour in class. As a result, there are higher rates of exclusion than are seen nationally, particularly for disadvantaged pupils and pupils who have special educational needs and/or disabilities.
- Pupils conduct themselves well at breaks and lunchtime. Inspectors saw very little litter around the building or in the dining space. Pupils socialise in the dining space, play football or enjoy the gym. They report that if there is a problem, such as an argument, staff address the issue quickly and effectively.
- Pupils are punctual. There are no bells used at the school, which has encouraged all pupils to take responsibility for their own time management.
- Pupils' books have almost no graffiti and most pupils take pride in their work. Pupils

wear their uniform smartly and value being a part of the school.

- The attendance of pupils has improved and is now similar to the national average. Persistent absence remains high but has also improved. The school's leaders have implemented a range of strategies to improve attendance, including tighter monitoring and early intervention with families.

Outcomes for pupils

Requires improvement

- Outcomes require improvement because pupils' progress by the end of key stage 4 is below that of pupils nationally. In 2016, pupils made less progress across a range of subjects than was seen nationally.
- The attainment of pupils in English and mathematics at the end of key stage 4 was below the national average in 2016. Work seen in pupils' books suggests that the attainment of current pupils in key stage 4 is, however, similar to that achieved by pupils nationally.
- The attainment of the most able pupils in a range of subjects by the end of key stage 4 was below that seen nationally in 2016. Pupils' books show that work is not consistently challenging enough for the most able, particularly those who are disadvantaged, which is limiting their achievements.
- Pupils' progress by the end of key stage 4 in English in 2016 for all pupils was broadly similar to the national average. This is also reflected in the progress of current pupils at the school who are progressing at a similar rate.
- In mathematics, the progress of pupils was lower than the national average in 2016. The legacy of inconsistent teaching and difficulties in recruiting mathematics teachers has resulted in progress that was less strong. However, rates of pupils' progress have improved over the last year. Work in pupils' books shows that the majority of pupils are making progress that is at least good.
- The progress of current pupils who are disadvantaged or those who have special educational needs and/or disabilities is improving. This is because leaders and teachers have improved the effectiveness of the strategies they use to support these pupils.
- Outcomes at key stage 4 are strongest in modern foreign languages and art because teachers' assessment in these subjects is particularly accurate.
- Leaders have provided additional teaching at tutorial time for those students who need to catch up in English or mathematics. This has been effective, enabling pupils to improve the progress they are making in developing the skills to be successful learners.
- Pupils receive good-quality, impartial careers advice that enables them to make post-16 choices that are appropriate to their abilities and aspirations. Pupils in Year 11 told inspectors that they are encouraged to consider progressing to a wide range of appropriate courses, apprenticeships or employment. Pupils are offered opportunities such as attending national careers fairs in Birmingham and at Nottingham University for taster days. As a result, they have high aspirations and are well prepared for their future careers.

16 to 19 study programmes

Good

- The effectiveness of 16–19 provision is good because students make good progress from their starting points. Students studying academic subjects make better progress than similar students nationally. Students who are disadvantaged also make better progress than their peers nationally. This is as a result of teaching that is matched well to students' abilities.
- The school's leadership of 16–19 provision is good. Leaders ensure that study programmes are tailored to students' aspirations and their starting points. The quality of vocational courses is good. Because of this close match to future life goals and academic ability, students work hard and make good progress.
- Students make good progress from their starting points. Teachers support students effectively through well-planned lessons and assignments that enable them to make the next steps in their learning.
- Students studying level 2 English and mathematics courses make good progress in developing their skills. In English this is particularly strong, with the proportion of students achieving a grade C being in the highest 20% of all academies nationally. This is because teachers adapt their lessons well so that they meet the needs of their students and know how to help them improve.
- Students receive high-quality careers advice and guidance from an external provider. The advice is highly regarded by staff and students and contributes to the high proportion of students who go on to university, apprenticeships or employment.
- Students have very positive attitudes to their learning. They exhibit work habits such as completing assignments on time and to a high standard.
- Leaders have implemented an effective programme which supports students' spiritual, moral and cultural development. Students benefit from an individual approach which is effective in matching their various needs in a range of areas including, for example, sexual health. Leaders also arrange a broad range of other activities including visiting speakers to enhance the offer delivered by teachers.
- Students are positive role models to pupils around the school; they dress smartly, work hard and lead by example through their good conduct in lessons and around the building.
- Only a very small proportion of students participate in work experience post 16. This limits their perceptions of the workplace, particularly for most-able students, which could reduce their opportunity to gain places on the most competitive courses at university.

School details

Unique reference number	139060
Local authority	Northamptonshire
Inspection number	10019571

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

Type of school	Secondary comprehensive
School category	Academy sponsor-led
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	887
Of which, number on roll in 16 to 19 study programmes	114
Appropriate authority	Academy trust
Chair	Mike Lovett
Principal	Alison Hayes
Telephone number	01536 203817
Website	www.lodgeparkacademy.co.uk
Email address	principal@lodgeparkacademy.co.uk
Date of previous inspection	18–19 November 2014

Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school complies with Department for Education guidance on what academies should publish.
- The school is part of the David Ross Education Trust.
- The school is an average-sized secondary school.
- The school has a smaller proportion than average of pupils who have special

educational needs and/or disabilities.

- The proportion of pupils known to be eligible for support through the pupil premium is above average. The pupil premium is additional funding for those students who are known to be eligible for free school meals and those children that are looked after by the local authority.
- The school does not use any alternative provision.
- The school meets the government's current floor targets, which are the minimum expectation for pupils' attainment and progress at key stage 4.

Information about this inspection

- Inspectors visited lessons across all year groups, including a number of observations that were undertaken with senior leaders. During these observations, inspectors talked to pupils, evaluated the impact of teaching and looked at pupils' books. In addition, inspectors scrutinised in detail a sample of work from pupils in key stages 3 and 4.
- Inspectors observed the general climate around the school during lesson transition and social times. Inspectors also heard pupils read.
- Meetings were held with the principal, senior and middle leaders, a group of teachers, and pupils from key stages 3, 4 and post-16. Inspectors also met with governors and representatives from the trust.
- Inspectors scrutinised a range of documents, including the school's self-evaluation and improvement plans, policies, assessment information and teachers' performance management information. Inspectors looked at the minutes of local governing body meetings and their sub-committees and safeguarding information.
- Inspectors took account of 212 responses to the online survey Parent View, 25 responses to the staff survey and four responses to Ofsted's pupil survey.

Inspection team

Stuart Williams, lead inspector	Ofsted Inspector
Matthew Spoons	Ofsted Inspector
Stephen McMullan	Her Majesty's Inspector
Azizah Pathan	Ofsted Inspector
Mark Duke	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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