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Carrienne Robson  
Principal  
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Dear Mrs Robson

### **Additional, remote monitoring inspection of Ormiston Maritime Academy**

Following my remote inspection with Chris Smith, Her Majesty's Inspector (HMI), of your school on 17 March 2021, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the 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 provide education to all pupils during the current circumstances.

This monitoring inspection was conducted under section 8 (2) of the Education Act 2005 (as amended) and in accordance with Ofsted's published procedures for visiting schools while routine inspections remain temporarily suspended. It was additional to the usual monitoring process for schools that are judged to require improvement.

This monitoring inspection was carried out remotely. As such, the range of evidence available to inspectors was narrower than would normally be the case during an on-site inspection. As a result, this letter provides a more limited level of assurance than our usual monitoring reports.

The inspection took place because the school has received two successive judgements of requires improvement. The school's most recent section 5 inspection took place in January 2019.

Having considered all the evidence and taking into account the impact of COVID-19 (coronavirus) on the school, I am of the opinion that at this time:

**Leaders and those responsible for governance are taking effective action to provide education in the current circumstances.**

Leaders and those responsible for governance should take further action to:

- improve the clarity of the remote learning provision for pupils who are self-isolating due to the ongoing pandemic
- increase the scrutiny of the remote learning provision to ensure the current offer is fit for purpose
- develop the school's capacity to support those with specific reading needs.

## **Context**

- There have been several changes to the senior leadership team since the previous inspection in January 2019. You were appointed as principal in September 2019. In August 2020, an assistant principal moved to another position within the multi-academy trust. Two new assistant principals took up posts in September 2020. Four new governors have joined the local governing body, and one governor has left.
- Approximately nine out of ten pupils were educated at home in the spring term, before the school reopened to all pupils. Just over half of vulnerable pupils, and almost all of those pupils with an education, health and care plan, were educated on site during that time.
- At the time of this inspection, nine out of ten pupils were being educated on site. A small number of pupils are learning remotely as a result of self-isolation.

## **Main findings**

- Leaders have made several changes to the curriculum offer at the school. Pupils now make choices about which subjects to study in key stage 4 when they are in Year 9. You have used this opportunity to change the way teachers check pupils' progress in Years 7, 8 and 9. Subject leaders have updated their curriculum plans to support this. They have spent time ensuring that teachers prioritise the most important topics and revisit these throughout the school year.
- Teachers are checking what pupils have remembered from the time when school was partially closed, in spring 2021. They have adapted their lesson plans to ensure that extra time is spent recapping topics which were taught in recent weeks. This is partly because a number of pupils did not fully participate with the school's remote learning offer.
- Pupils in Year 11 are continuing to be taught new topics as well as recapping content studied throughout key stage 4. Senior leaders are working with subject leaders to consider the most appropriate ways to assess these pupils. The Year 11 pupils we spoke to felt reassured by the way this was being

handled. The pupils also spoke highly of the careers advice they have received throughout the academic year.

- Several pupils who joined the school are still at the early stages of learning to read. Although initiatives are in place to support pupils with reading, the provision for the weakest readers needs further development. Some of these pupils would benefit from receiving support from a reading specialist who is trained in the teaching of phonics. This would help these pupils to access more of the curriculum that is now available at the school.
- Leaders, teachers and those with responsibility for governance are unclear about how the curriculum is currently being delivered remotely for pupils who are having to self-isolate. Pupils are also confused about the current arrangements for remote learning now that the school has reopened to all pupils. It is important to address this so that pupils who are required to learn remotely are not unfairly disadvantaged.
- The actions that are taken to check on the welfare of pupils who are having to learn remotely are appropriate. Staff at the school make regular telephone calls to check that these pupils are safe. Parents are appreciative of this support. Additional checks are made to support the most vulnerable pupils when they are not able to be in school.
- Leaders' plans to support pupils with special educational needs and/or disabilities (SEND) are evolving. When the school was not open to all pupils, leaders ensured that several intervention sessions for pupils with SEND continued. These sessions helped the pupils learning in school, as well as those being educated remotely, to make progress towards their learning goals. Ensuring that these opportunities continue to be available for pupils who have to self-isolate is important.
- Those responsible for governance are supporting and holding leaders to account for the decisions leaders are making. The use of 'governor days' allows governors to spend time in school to review the impact of their support. Governors were not fully clear about the current remote learning provision. As such, they are not able to confirm, or fully support leaders in ensuring, that all pupils receive an education during the current circumstances.
- School leaders are receiving support from the multi-academy trust that the school is part of. This support is helping school leaders respond to the challenges that the pandemic has presented. Earlier in the school year, the trust provided training for leaders and teachers on aspects of remote learning. An executive principal from the trust supported the principal throughout the autumn and spring terms of 2019/20.

## **Evidence**

This inspection was conducted remotely. We spoke to you, other senior leaders, subject leaders, teachers, pupils, a delegate of the multi-academy trust's chief executive officer and representatives of those responsible for governance to discuss leaders' actions to provide education to all pupils during a national lockdown.

We looked at responses to Ofsted's online questionnaire, Parent View, including 11 free-text responses, and 33 staff questionnaires.

I am copying this letter to the chair of the governing body and the chief executive officer of the Ormiston Academies multi-academy trust, the regional schools commissioner and the director of children's services for North East Lincolnshire. This letter will be published on the Ofsted website.

Yours sincerely

James Duncan  
**Her Majesty's Inspector**