

# Caistor Yarborough Academy

## Inspection report

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<b>Unique reference number</b>	136958
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	385556
<b>Inspection dates</b>	31 January – 1 February 2012
<b>Lead inspector</b>	Frank Knowles

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>	Academy
<b>School category</b>	Non-maintained
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	556
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Anthony Maund
<b>Headteacher</b>	Jeremy Newnham
<b>Date of previous school inspection</b>	24 April 2007
<b>School address</b>	Grimsby Road Caistor Market Rasen LN7 6QZ
<b>Telephone number</b>	01472 851383
<b>Fax number</b>	01472 851996
<b>Email address</b>	enquiries@cyac.org.uk

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<b>Age group</b>	11–16
<b>Inspection date(s)</b>	31 January–1 February 2012
<b>Inspection number</b>	385556



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## Introduction

Inspection team

Frank Knowles

Additional inspector

Nigel Boyd

Additional inspector

Sally Lane

Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 25 lessons taught by 24 teachers, and visited a further eight lessons for short periods with a focus on students' engagement with learning and their behaviour. Inspectors met with groups of students, staff and members of the governing body, and listened to students in Years 7 and 8 read. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. They observed the academy's work, looked at its self-evaluation documents, the improvement plan, assessment data, some of the academy's policies and a range of its records, including those of behavioural incidents. The inspection team took account of the responses to questionnaires from a sample of 150 pupils, 61 staff and 247 parents and carers, of whom 109 provided additional written comments about their views of the academy.

## Information about the school

Caistor Yarborough Academy converted to academy status from the former Caistor Yarborough School in August 2011. It is much smaller than the average-sized secondary school in an area also served by a nearby grammar school. It serves Caistor and a wide rural area around it, and also draws significant numbers of students from the Grimsby area to the north. Nearly all its students come from White British backgrounds. The proportion of students known to be eligible for free school meals is low. The proportion of disabled students and those with special educational needs is well above average.

The academy meets the current floor standard set by the government, which determines the minimum expectations for attainment and progress. It achieved the ArtsMark Gold award for the second time in 2010.

The academy was previously inspected in April 2007 as Caistor Yarborough School, and the school received an interim assessment from Ofsted in July 2010 deferring the next inspection. The headteacher took up his post in September 2008.

**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

<b>Overall effectiveness</b>	<b>4</b>
<b>Achievement of pupils</b>	<b>3</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>4</b>
<b>Leadership and management</b>	<b>3</b>

## Key findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to students' behaviour in lessons.

- Students make satisfactory progress and their attainment is broadly average, but their learning is often slowed by low-level disruptive behaviour in lessons. The application of the academy's behaviour management strategies by staff is inconsistent. This reflects the concerns expressed by parents and carers, staff and students in their responses to the inspection questionnaires.
- Teaching is satisfactory overall, with some good and occasionally outstanding teaching that engages students well in their learning. Satisfactory teaching does not always involve students in activities that meet their needs and results in off-task behaviour that disrupts the learning of others and slows progress for all.
- The academy's support for disabled students, those with special educational needs and lower-attaining students is good, and these students make good progress and achieve well. It is particularly successful in raising achievement for those students who receive specialist input, including those with statements of special educational needs.
- Leadership and management are satisfactory and the academy runs smoothly. The broad and balanced curriculum adequately prepares students for their next stage of learning. Senior leaders have been successful in eliminating inadequate teaching through monitoring and professional development.
- The academy does not make enough use of its assessment data to identify the potential underperformance of groups of students, or to support the identification of its main priorities for improvement. The governing body relies

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too heavily on staff input, and is not rigorous enough in the way it holds the academy to account for its performance.

- Students are mostly enthusiastic about the academy and their attendance is high. They behave sensibly around the academy and feel safe. Instances of exclusion and bullying are above average, but are reducing as the academy has become more successful in dealing firmly with those students whose behaviour is particularly challenging.

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

- Improve students' behaviour so that disruption in lessons is reduced by:
  - reviewing the academy's behaviour management strategy and including a renewed focus on the links between the quality of teaching and behaviour
  - ensuring consistent application of the academy's behaviour management strategy by all staff.
- Improve teaching so that 75% is good or better by December 2012 by:
  - setting out for all teachers the academy's expectations of good teaching and the progress students should make
  - ensuring teachers plan challenging activities that meet the individual needs of all students
  - supporting students' spiritual, moral, social and cultural development across all subjects of the curriculum.
- Improve leadership and management, including governance, by:
  - using the analysis of assessment data more frequently to identify where classes, subjects and groups of students are at risk of underperforming
  - using the academy's self-evaluation process to support its improvement planning more effectively, recognising and focusing clearly on the academy's main priorities
  - ensuring the governing body is more rigorous in holding the academy to account for the behaviour, progress and attainment of students.

## Main report

### Achievement of pupils

After two years of above-average results, the academy's performance slipped in 2011 and was broadly average, with students making satisfactory progress. The academy's effective support for lower-attaining students meant that they made good progress, and resulted in all students achieving five GCSE grades A\* to G, which is above average. The academy's data for the current academic year indicates that students continue to make satisfactory progress, with the fastest progress being made by lower-attaining students and those with special educational needs. In lessons, the academy's regular reinforcement of four key learning skills (team, reflective,

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independent and creative, abbreviated to TRICS) has given students a clear understanding of how they can make progress in their learning. These support good progress when integrated into subject learning, and particularly when used alongside assessment criteria and students' current and target levels or grades. In a Spanish lesson, for example, students in Year 11 used clear criteria to grade the recorded speaking of last year's students to develop a much better understanding of the requirements of an oral examination. Progress is more limited when students do not engage fully in learning, often because the activity does not match their individual needs. Students indicated that they feel they make less progress than they could because of low-level disruption in lessons: most parents and carers felt their children make good progress, despite the disruption they also noted.

The academy's wide range of support strategies for disabled students and those with special educational needs is very effective. Regular assessment and careful diagnosis of needs mean that small group work and support from teaching assistants focus well on accelerating students' learning and achieving rapid progress. The nurture group in Year 7 and the assisted reintegration centre (ARC) provide good support for students whose circumstances make them vulnerable and those who struggle to gain access to the main curriculum. Support for students who find reading hard helps them to decode words they find difficult and improve their comprehension. As a result, students' reading is mainly fluent and confident.

Students' progress is tracked very thoroughly, and students either know their target levels or grades, or can refer to them in their planners. Tutors and other leading staff regularly identify potential underperformance by individual students, making contact with parents and carers, and putting support strategies in place. This individual tracking is a significant factor in the academy's success with lower-attaining students.

### **Quality of teaching**

Teachers generally plan well-structured lessons and most share clear learning objectives with students at the beginning of each lesson. The academy's use of TRICS has led to a much greater focus on paired and team working. When teaching is good, students tackle challenging activities that produce good gains in knowledge, skills and understanding. In these lessons, in-class assessment supports good learning. For example, students in Year 7 asked questions of each other, with the teacher making reference to assessment levels, as they summed up what they had learned about shooting in basketball. Not all staff have a clear picture of the good teaching that is expected of them. When teaching is satisfactory, tasks are often either too easy or too difficult for some students. This results in lower motivation, an increase in off-task behaviour that slows learning and, if unchecked, leads to disruption.

Students, and their parents and carers, are generally positive about teaching, while making additional comments on disruptive behaviour in lessons. The development of the role of 'lead learner' in every class has increased the focus on students helping

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each other to learn, and contributes well to their social development. There is less focus on their spiritual, moral and cultural development, although students in Year 7 had many opportunities in these areas when planning a re-enactment of the Battle of Hastings.

Students generally receive feedback that sets out clearly what they need to do to improve their work, although this is less common in mathematics. An innovative homework project in Years 7 to 9, with a guide for parents and carers, successfully develops students' independent learning skills within the academy's effective mixed-age tutor groups. It is not well liked by some parents and carers, however, as it replaces traditional subject homework. Nevertheless, it plays an important part in the academy's aim to make students more responsible for their learning.

### **Behaviour and safety of pupils**

Students are generally courteous and polite around the academy. They enjoy school and, along with their parents and carers, say that it is a safe place. 'Lead learners' and school council members take their responsibilities seriously. Students speak confidently with adults and show a good understanding of the academy and what helps them to learn. However, many students, and their parents and carers, are concerned about the low-level disruption in classrooms that prevent students from learning. The academy has a very extensive tracking system for behaviour, and the data show that classroom disruption happens too often. For example, the number of referrals for disruption on the first day of the inspection was equivalent to nearly half the lessons taking place. Behaviour records for the autumn term show a similarly high level of referrals. Observations indicate that some teachers do not seize opportunities to manage students' off-task behaviour immediately and, thus, prevent escalation to disruption. The academy has a clear behaviour management policy but students feel it is not consistently applied.

The introduction of a new recording system saw an increase in reported cases of bullying and of racist behaviour. Numbers of incidents in both these areas are now falling. While students and their parents and carers are generally satisfied with how the academy deals with bullying, a few remain unconvinced that individual cases have been resolved to their satisfaction. The academy has developed a number of ways of supporting students with the most challenging behaviour, including on-site and off-site alternative provision, and these have been successful. The academy also uses the services of a range of external organisations to support students' behaviour, for example restorative practices and a youth counselling service, and these have also been effective. As a result, the high levels of exclusion recorded in 2009/2010 almost halved in the following year.

### **Leadership and management**

Since taking up his post, the headteacher has dealt effectively with a number of significant issues. For example, he has successfully managed the elimination of a deficit budget and introduced robust quality assurance processes to tackle weak

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teaching. The curriculum is broad and balanced and relevant option choices in Key Stage 4, including in the arts, mean that students are generally well motivated in their GCSE and vocational subjects. The academy has a clear vision of high expectations, and senior leaders have accurate and perceptive views of the quality of teaching, which they have used effectively to support better classroom practice. The results of two no-notice 'high reliability' days show significant improvement in a range of factors such as punctuality and timekeeping, as well as the quality of teaching. Senior leaders have a clear focus on improvement and the academy has the capacity to improve further. The governing body, however, does not play a big enough part in shaping the academy's future. While supportive, it does not provide enough challenge or effectively hold the academy to account for its performance or the impact of improvements on students' progress. The academy has ensured that the required procedures for safeguarding students are fully in place.

The academy has a wealth of assessment and other data about students. On an individual student level, this is used well, for example to report to parents and carers, who have on-line access to their children's actual and target levels or grades. However, senior leaders do not make enough use of assessment data for different groups of students, particularly with regard to their average progress during the year. This means it is not able to compare actual with expected progress, or use this information to identify where exceptional practice can be shared or where improvement is needed. It also means the senior team is not able to set clear overall targets for students' progress that can be used during the year to hold departments to account.

The quality assurance processes used within the academy are effective in involving subject leaders in the process of planning for improvement. Some new areas for improvement are added to the whole-school improvement plan each year. These do not always represent the main priorities for the academy, however, and there is no clear, straightforward plan for the coming year which can be presented for agreement by the governing body.

The academy promotes equality of opportunity strongly and robustly challenges all forms of discrimination. Students' spiritual, moral, social and cultural development are promoted well through assemblies, tutor group time and arts subjects, but too few opportunities for this are created in other subject lessons.



## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



2 February 2012

Dear Students

### **Inspection of Caistor Yarborough Academy, Market Rasen, LN7 6QZ**

Thank you for the welcome you gave us when we visited your academy. We spoke with many of you in discussions, while looking at your work and while hearing some of you read. Your views were very valuable in helping us reach our conclusions. We were pleased to hear that you feel safe at school. Your high attendance shows us that you enjoy school, but we also heard that from you.

You make satisfactory progress and, by the time you leave, you reach average standards. However, you make slower progress than you should because learning is often disrupted by the bad behaviour of some of you. You, and your parents and carers, told us that this happens in many lessons and the academy's records show that, too. For this reason, we have decided your school needs a 'notice to improve' so that it focuses on making sure behaviour is much better. The inspection also found that more teaching needs to be good or better, so that you make faster progress.

Some of you who find learning difficult already make good progress because of the carefully planned support you receive, and we want this success to spread to all students. To help the academy to do this, we have asked the headteacher and staff to:

- be more consistent in dealing with bad behaviour in lessons
- make sure everyone in your classes has challenging activities at the right level for them
- plan more opportunities for you to learn about different cultures and reflect on important issues.

Senior staff have already shown that they can make improvements to the academy, and we have asked them to continue doing so by making more use of assessment data to decide how well different groups of you are making progress. We have also asked the governing body to take a stronger role in leading the academy. You can all play your part on this road to improvement by always contributing well to the work you do in class and encouraging others to behave sensibly at all times.

Yours sincerely

Frank Knowles  
Lead inspector

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