

Caistor Yarborough Academy

Grimsby Road, Caistor, Market Rasen, LN7 6QZ

Inspection dates 13–14 February 2013

Overall effectiveness	Previous inspection:	Inadequate	4
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- In too many lessons activities are 'one size fits all'. They are too challenging for some students, and not challenging enough for others. This limits the progress students make and explains why they do not make good progress.
- Attendance is declining and a higher-than-average proportion of students are persistently absent.
- Some staff do not have high enough expectations of what students can achieve.
- Too much of the marking does not tell the students what they have done well and what they need to do to improve. This means the students cannot make better progress because they do not know how to.

The school has the following strengths

- The headteacher has a very clear view about what needs to improve. He knows what would make the school good.
- The headteacher has taken tough and decisive action to tackle inadequate teaching.
- All students who left the school in 2012 went into further education, training or employment.
- Around the school, at social times and in lessons where teaching is better, the vast majority of students are polite, courteous and eager to learn.

Information about this inspection

- Inspectors observed 23 lessons, six of which were shared observations with members of the senior leadership team. The inspectors also made short visits to a number of lessons to monitor behaviour and marking.
- Discussions were held with teachers, teaching assistants, middle leaders, senior leaders and members of the governing body. Students were spoken to formally in meetings and informally at social times.
- Inspectors observed the school’s work, examined data about students’ progress, safeguarding information and other documentation including about governance, improvement planning and the curriculum.
- The 41 responses to the online questionnaire (Parent View) and the 20 responses to the staff questionnaire were taken into account during the inspection. Parental views were also received through email.

Inspection team

Tanya Harber Stuart, Lead inspector	Her Majesty’s Inspector
Richard Bernard	Additional Inspector
Sara Morrissey	Her Majesty’s Inspector

Full report

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

Information about this school

- Caistor Yarborough Academy is a much smaller-than-average sized secondary school.
- The proportion of students supported through school action is broadly in line with the national average. The proportion of students supported at school action plus or with a statement of special educational needs is almost three times the national average and accounts for over one fifth of the school.
- The proportion of students supported by the pupil premium (extra funding provided by the government for students who are entitled to free school meals, looked after by the local authority or are children of service families) is lower the national average.
- The school provides part time alternative provision for some students in Years 10 and 11 in conjunction with a local college. These students spend the majority of their curriculum time at the school and have one day a week at college. There are also links with an outside provider to improve the behaviour of a number of specific students.
- The school meets the government's current floor standards, which set the minimum expectations for students' achievement and progress.

What does the school need to do to improve further?

- Improve the quality of teaching by:
 - making sure all marking clearly identifies what has been done well and what needs to improve
 - seeing that students act on the areas for improvement identified in marking and then checking their actions
 - providing lessons which challenge, enthuse and motivate all students regardless of their academic ability
 - securing fully the strategies for developing literacy in all lessons.
- Make sure all students make at least good progress by:
 - raising staff expectations of what students can achieve and the progress they could make
 - reviewing rigorously and regularly the progress of all students, and groups of students, against their targets
 - making sure parents and carers are fully aware of what progress their children are making and what they need to do to improve.
- Stop the decline in attendance and improve it swiftly to the national average.
- Improve the effectiveness of leadership and management at all levels, and in particular heads of faculties by:
 - reviewing and evaluating the impact of actions to improve the quality of teaching and raise achievement

- holding all staff accountable for the progress students make
- making sure all action plans have succinct, quantifiable measures of success which link to the progress students make and the quality of teaching.

An external review of governance should be undertaken in order to assess how this aspect of leadership and governance may be improved further.

Inspection judgements

The achievement of pupils

requires improvement

- In 2012, students made the expected progress in English and mathematics between Years 7 and 11. The proportion of students achieving 5 A*-C grades including mathematics and English was below average. Given the students' starting points, their progress required improvement.
- Students supported by the pupil premium made less progress in 2012 than their peers. The scores achieved by these students in English and mathematics examinations in 2012 were on average lower than those achieved by other students in the school. The school has used pupil premium money to buy electronic equipment to support students' learning at home. Additional money has also been spent on extra support in English and mathematics. These students are now making better progress and gaps in attainment are narrowing.
- Students who attend college for one of their options are enthusiastic about the opportunities to study courses such as agriculture. Their motivation has, in a small number of cases, improved the progress they are making in their other subjects.
- There is a tailored programme in Years 7 and 8 for many of the students who receive extra support. This programme concentrates on their needs which are, in the main, behavioural. By Year 9 these students are reintegrated fully into the school and are making better progress. Their behaviour is also improving.
- Teaching assistants also provide support in lessons for students who have additional needs. Many engage the students in learning and help them to make the same progress as their peers.
- Students' skills in mathematics, reading and writing are not developed systematically. Most teachers do not take advantage of opportunities in lessons to develop the students' literacy skills. However, there is some good practice, when teachers develop the students' literacy skills, for example in geography and marking clearly shows the students any literacy mistakes they have made.
- Information about the progress students are making is sent home regularly. However, this information is not clear and does not highlight what students need to do to improve, and what help parents and carers could give.

The quality of teaching

requires improvement

- Too many lessons are not engaging or motivating enough and too often all students are asked to complete the same work. Some students find the work too easy, some find it too hard and this limits the progress they make.
 - Uninspiring teaching leads to, in some circumstances, poor behaviour. This is because students are not motivated and, as a result, engage in low level off-task behaviour.
 - Some teachers do not have high enough expectations of what the students can do. Students are not challenged to think about the work they are completing. Too often the questions teachers ask do not allow the students to give extended, well thought through, answers. An exception to this was in a Year 7 geography lesson where the teacher insisted the students thought about
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what other students had said and offer different opinions. In this lesson students were challenged to think about why they were saying what they were.

- In a Year 11 drama lesson students made outstanding progress. This was because the teacher established a professional relationship with the students which meant they were exceptionally well behaved and focused. The students were engaged throughout because of the various activities which were challenging and motivating. High quality feedback, both written and verbal, combined with high expectations, meant the students made outstanding progress.
- Some marking is good. In English, comments explain what the students have done well and what they need to do to improve. These comments are followed up in later lessons to make sure students have acted upon them. In other subjects there is very little marking which helps the students to make good progress.
- 'Lead learners' are used in some lessons very effectively. For example in an art lesson they were used to support the learning when students were engaged in group activities. This initiative develops the independence of the students and enables them to take responsibility in lessons.

The behaviour and safety of pupils

requires improvement

- The majority of students attend well. However overall attendance is falling. This is because a higher proportion of students are at risk of becoming persistent absentees. Leaders are fully aware of the issue and have plans in place to tackle it.
- Behaviour has improved in lessons and is no longer inadequate.
- A new behaviour policy was introduced after the last inspection. Staff are positive about it but not all staff use it consistently. The new behaviour policy has supported the students in behaving better, especially in lessons. However, when lessons are uninteresting and lack challenge, some students are more likely to misbehave. When teaching is good or outstanding students rise to the challenge and behave well.
- Some Year 10 and 11 students are trained as peer mentors. They work with the younger students in a structured, yet personalised, programme. This programme supports well the students' social and moral development as students are working co-operatively and supportively.
- A concerted effort by the leadership team has meant the number of incidents of bullying is falling. Students are aware of the different types of bullying but their knowledge of cyber-bullying is less well developed. Parents and carers were very confident about the school being a safe place for their children.

The leadership and management

requires improvement

- The quality of leadership provided by the heads of faculties is variable. Although most are able to provide support and mentoring to members of their team, not all have the necessary skills to challenge teachers and hold them to account rigorously for students' progress.
- Leaders monitor the progress students make. However, there is a lack of rigour in the analysis of their progress and the reasons behind any variations. Interventions are in place but their impact is not always reviewed in terms of the progress the students make or improvements in the

quality of teaching. This is because many of the actions do not have succinct, and quantifiable, measures of success.

- The headteacher is determined that students at Caistor Yarborough Academy will do well. He has made tough decisions to make sure teaching is improving and that students are challenged to make better progress. He has tackled underperformance firmly and behaviour is no longer inadequate.
 - Senior leaders have taken responsibility for quality assuring teaching and have used partnerships brokered with external agencies and an intervention team of experienced faculty heads to provide coaching and mentoring for teachers who need to improve. These strategies have met with some success although inconsistencies remain in the quality of teaching and its impact on teaching.
 - The new system of managing teachers' performance is more rigorous. It is now linked to the quality of teaching and the progress students make. In the past targets were focused too much on tasks staff had to complete.
 - The curriculum is matched appropriately to the students needs with courses providers which meet the local need, and students interests.
 - Students' spiritual, moral, social and cultural development is promoted well in some lessons. For example in a Year 7 physical education lesson students participated in wheelchair basketball. This developed their understanding of being in a wheelchair and was an extremely good way for the students to experience wheelchair sport.
 - There is some early entry in mathematics GCSE. This is based on the ability of the students, and their individual circumstances. Entering students early is thought through and does not have a negative impact on the progress the students make.
 - The single central record and recruitment procedures meet statutory requirements.
 - **The governance of the school:**
 - New parent governors bring a range of expertise to the governing body. They have benefited from an induction programme and training in the use and analysis of data as well as how to use questioning to challenge leaders and hold them to account for students' progress. They are aware of the strengths and weaknesses in teaching and the impact these have on students' progress, and in a small number of cases the behaviour of the students. They know what the school is doing to reward good teaching and tackle any underperformance.
 - Governors are involved in the decisions about the spending of pupil premium money but are less aware of the impact it has on students' achievement. Governors have a better grasp of their roles than at the previous inspection, although these are still developing.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	136958
Local authority	No local authority
Inspection number	399762

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

Type of school	Academy converter
School category	Non-maintained
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	500
Appropriate authority	The governing body
Chair	Anthony Maund
Headteacher	Jeremy Newnham
Date of previous school inspection	3 October 2012
Telephone number	01472 851383
Fax number	01472 851996
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