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Jeremy Newnham  
Caistor Yarborough Academy  
Grimsby Road  
Caistor  
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Dear Mr Newnham

### **Requires improvement: monitoring inspection visit to Caistor Yarborough Academy**

Following my visit to your academy on 22 April 2015, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. Thank you for the help you gave me and my colleague Stephen McMullen HMI, and for the time you made available to discuss the actions you are taking to improve the academy since the most recent section 5 inspection.

The visit was the first monitoring inspection since the academy was judged to require improvement following the section 5 inspection in January 2015. It was carried out under section 8 of the Education Act 2005. At its previous section 5 inspection the academy was also judged to require improvement.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The academy should take further action to:

- support governors to make them more effective
- undertake a safeguarding audit to ensure that policies and procedures are wholly effective, and that this can be clearly demonstrated
- Amend the academy action plan, ensuring it lists the individuals responsible for monitoring and evaluating actions, so that impact can be judged more clearly.

## **Evidence**

During the inspection, meetings were held with you, two senior leaders and the Chair of the Governing Body to discuss the actions taken since the last inspection. I evaluated the academy improvement plan. You took me on a tour of the academy and we visited several classrooms to see the learning that was taking place.

## **Context**

One history teacher has left the academy since your recent inspection. Three governors have left and one governor has joined the governing body.

## **Main findings**

While the academy has clear areas of academic strength, such as English and science, you acknowledge that improvements need to be made in other subjects, most notably mathematics, history, French, Spanish and religious education.

In order to address this, and to improve the academy's provision generally, you have established teacher groups to research best practice and to then share their findings with other members of staff. One focus has been on improving the effectiveness of the feedback teachers give students. Marking is now more focused on individual students' needs. Senior leaders' intention is that the findings then inform teachers' lesson planning though it is too early to judge the impact of this.

Shortly before your recent inspection, you recruited an extra teacher of mathematics. This has allowed the head of this department to teach several small groups of students at risk of underachieving. Students are now able to move more freely between ability sets following tests, should the need arise.

You have organised the other subjects which require improvement in terms of student achievement and quality of teaching (French, Spanish, history and religious education) into one faculty. Your intention is that the members of staff will benefit from more focused and effective faculty leadership. This is potentially a very effective strategy though it is too early to judge its impact.

The deputy headteacher is overseeing a programme of professional development for middle leaders, particularly in improving their ability to evaluate the quality of teaching; identifying opportunities to better meet individual students' needs; and to better analyse student progress data. The deputy headteacher is more rigorously holding middle leaders to account for students' achievement. In school data show that better progress is being made overall.

Actions to safeguard students are generally robust. However, there needs to be clearer evidence that members of academy staff (including non-teaching staff) and

governors have undertaken current and relevant training and understand their responsibilities in this regard, especially those who are new to the academy.

In the previous inspection, a specific issue regarding some students not feeling safe in and around the academy's toilets was identified. It was reported that some younger students felt intimidated by older students gathering in these areas. You have increased the number of staff on duty in these areas at break times to address this.

Since the inspection, three prominent governors are no longer members of the governing body, including one who was set to become the chair. Although current governors are willing they are not fully effective in their roles, despite undertaking some online training. Their practice required improvement at the time of the last inspection and their expertise has been depleted since. They have conducted a skills audit and they are currently seeking new governors. In the interim, it is essential that they are supported to become more effective.

Ofsted may carry out further monitoring inspections and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

### **External support**

You work with an academy improvement partner who visits the school every term. He identifies strengths and weaknesses and subsequently offers strategies on how to best address areas for development. This includes signposting appropriate training opportunities for members of staff. The deputy headteacher and middle leaders have taken advantage of these suggestions. Impact has been seen particularly in improved student progress in English and Spanish.

You work with two local partner schools. The headteacher of one, a mathematics specialist, reviewed the quality of teaching in the academy in this subject and moderated your judgements. Heads of mathematics in the three schools are working together to share best practice.

I am copying this letter to the Chair of the Governing Body, the Director of Children's Services for Lincolnshire and the Department for Education.

Yours sincerely

Ian McNeilly  
**Her Majesty's Inspector**

The letter should be copied to the following:

- Appropriate authority - Chair of the Governing Body/Interim Executive Board
- Local authority – including where the school is an academy

- For academies [[CausingConcern.SCHOOLS@education.gsi.gov.uk](mailto:CausingConcern.SCHOOLS@education.gsi.gov.uk)]