

Inspection of Caistor Yarborough Academy

Grimsby Road, Caistor, Market Rasen, Lincolnshire LN7 6QZ

Inspection dates: 19–20 November 2019

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this school?

Pupils say the school is like 'a big family'. Relationships between staff and pupils are respectful and positive. Most pupils enjoy coming to the school. They are happy and feel safe. Pupils value the school's approach to developing positive attitudes to learning.

Most pupils understand and demonstrate the school's values of 'the four Rs' (being respectful, resilient, resourceful and responsible). Many pupils say things like: 'Lessons are now calm, and we can learn more.' Most pupils behave well around the school and between lessons. They are courteous and polite. Most pupils understand the importance of respecting others who may be different from themselves. Bullying is rare. Pupils say there are trusted adults in the school who they can turn to if they have any concerns.

Pupils have many opportunities to go on educational visits. They enjoy a wide range of cultural visits, trips to universities and science lectures. Staff want pupils to achieve well. Pupils know that they can get help with their work in school when they need it. Some subjects are not planned well enough to make sure that all pupils achieve as well as they should. This includes pupils with special educational needs and/or disabilities (SEND).

What does the school do well and what does it need to do better?

Pupils do not achieve well across the curriculum. In some subjects, for example mathematics and history, leaders have not thought carefully enough about what they want the pupils to learn. This is particularly the case for pupils with SEND. Plans do not set out what pupils should know and by when. Teachers do not always check that pupils have the knowledge they need. Teachers do not always make sure that pupils with SEND get the help they need. Pupils with SEND do not achieve as well as they should across the curriculum. In some subjects, for example English and physical education (PE), leaders have planned what they want pupils to learn and by when. In subjects that are well planned, pupils achieve well.

Some teachers do not use their subject knowledge well enough to explain concepts to pupils.

Senior leaders have redesigned the curriculum to give pupils more opportunities to study a wide range of subjects in key stage 3. In key stage 4, pupils choose from a range of subjects to form an appropriate curriculum to help them progress to the next stages in their education.

Leaders make reading a high priority. Pupils have opportunities to read widely. Leaders make sure there is a focus on the accuracy of pupils' spelling. Staff help pupils to develop their vocabulary.

Leaders have identified aspects of the school's work which need to improve so that the quality of education gets better. They continue to bring about improvements to the school. For example, teachers are using assessment to help identify and tackle the gaps in pupils' learning.

Staff recognise their role in improving the quality of education for pupils. They value the support they receive from leaders. Staff say that leaders consider their well-being when organising the school's work.

Most pupils have good attitudes to learning. They behave well. Staff provide high-quality pastoral care and support for the pupils. Pupils attend well. Staff make sure that pupils can access a wide range of extra-curricular activities. This helps pupils to better understand the world in which they live and to have higher ambitions for themselves. Staff help pupils become confident and independent. Pupils receive good-quality careers education. They are encouraged to have high aspirations. Pupils are supported to take the next steps in their education, such as moving to college placements.

Members of the governing body understand the strengths of the school and how it needs to improve. They often challenge leaders about some aspects of the school's work. However, they have not ensured that the quality of the curriculum is consistent across all subjects.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding. Staff receive up-to-date training and know how to identify any pupils in need of help and support. Pupils feel safe in the school. Leaders quickly seek external support when it is needed. The school teaches pupils how to keep themselves safe, both online and in the community. Guest speakers visit the school to provide extra safety advice and guidance. Leaders ensure that pupils are aware of any safeguarding risks in the local area.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum is not planned consistently well for all subjects. For some subjects, leaders have not identified carefully enough the most important things they want pupils to learn. As a result, pupils' achievement varies. Leaders need to ensure that the curriculum is planned consistently well in all subjects.
- Staff do not meet the needs of pupils with SEND consistently across the curriculum. Some pupils with SEND are not supported as well as they should be to achieve their best. Leaders should ensure that the needs of pupils are

identified accurately and that the curriculum is more carefully planned to meet their needs.

- Teachers do not consistently make sure that pupils can remember their learning. Sometimes, teachers do not check carefully enough that pupils understand before they move on to more complex work. When this happens, pupils do not achieve as well as they could. Leaders should ensure that teachers are confident in checking pupils' learning and adapting their teaching.
- Some teachers are not as confident as they should be in knowing how to teach the subject content. This again means that pupils do not achieve as well as they should. Leaders should ensure that all staff have the knowledge and expertise they need to implement the curriculum effectively so that all pupils achieve well.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

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.

School details

Unique reference number	136958
Local authority	Lincolnshire
Inspection number	10110049
Type of school	Secondary Comprehensive
School category	Academy converter
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	363
Appropriate authority	The governing body
Chair of governing body	Mark Rushby
Headteacher	Mark Midgley
Website	http://www.caistoryarboroughacademy.org.uk/
Date of previous inspection	11–12 July 2017

Information about this school

- There have been no significant changes since the last inspection.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We held meetings with senior and subject leaders, teachers, support staff, the chair of the governing body and other governors.
- We held informal discussions with pupils and observed their interactions during social time.
- We scrutinised a wide range of evidence, including the school's self-evaluation, action plans, curriculum plans, and attendance and behaviour records.
- We spoke with staff and pupils about safeguarding. The lead inspector looked at documentation relating to safeguarding, including the school's record of recruitment checks and the school's system for recruiting staff.

- We took into account the 73 responses from parents and carers who completed Parent View, Ofsted’s online questionnaire. They also considered staff surveys from 30 members of staff.
- We focused on English, mathematics, science, history and PE to evaluate the quality of education. We met with subject leaders, visited samples of lessons and looked at pupils’ work in these subjects. We also had discussions with teachers and groups of pupils from the lessons visited.

Inspection team

Paul Sweeney, lead inspector	Ofsted Inspector
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Matthew Sammy	Ofsted Inspector
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