

Inspection of Caistor Yarborough Academy

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

Inspection dates: 6–9 July 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Pupils say this is a happy school and they enjoy it. They say that they are safe at school. Pupils appreciate the care and education they receive. A pupil who travels a long way to school said, 'It is worth it.' Older pupils recognise that teaching and behaviour have improved considerably in recent years.

Leaders and teachers have high expectations of all pupils. Pupils respond to these expectations and engage positively with their learning. They take pride in their work and achievements.

Pupils' behaviour is good, and they conduct themselves well. They are polite, respectful and welcoming. Pupils are focused in lessons and there is very little off-task behaviour.

Pupils say that bullying is very rare. When it does happen adults deal with it quickly and effectively. Pupils are confident that they are able to share any worries with a trusted adult. They know that they would receive the right care and support.

Parents overwhelmingly recommend the school. A comment which recognises the school's strengths and is typical of many parents was, 'A wonderfully inclusive school which puts the care of the children front and centre. The children are allowed to be individuals and are both respected and respectful.'

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

Leaders and governors have improved this school since the previous inspection, despite the impact of the pandemic. They show effective, principled leadership. They understand the school's strengths and priorities for further development.

Leaders have focused on improving the curriculum. They have developed subject curriculums that are ambitious and enable pupils to know more and remember more over time. This is especially the case in English, mathematics, science, history, geography and physical education (PE). However, leaders have not ensured that all subject curriculums are equally ambitious. The curriculum for religious education, and the curriculum for personal, social, health and economic (PSHE) education in Year 10 and Year 11 are less ambitious, as is the music curriculum. Pupils experience a broad range of subjects. The proportion of pupils who study the English Baccalaureate is increasing.

Teachers and classroom staff are knowledgeable and skilled. Teachers set demanding work which enables pupils to learn key knowledge and develop related skills. Teachers adapt the curriculum to ensure that pupils revisit and build on their previous learning. For example, in geography, Year 9 pupils revisit and deepen their knowledge of the geo-political Russian gas reserves. Teachers ensure that self-isolating pupils receive the same learning as their peers.

In subjects with less ambitious curriculums, pupils' learning is sometimes superficial. They are not able to understand new concepts because they have not grasped earlier learning.

Pupils with special educational needs and/or disabilities (SEND) are very well supported. The SEND coordinator works with staff to provide them with guidance, to support these pupils to make good progress. Teachers know these pupils well and expect them to make good progress. For example, pupils with SEND are supported in developing their basic literacy skills by learning Spanish. The vast majority of parents and carers comment positively about the school's provision for their children's SEND.

Pupils get on with their learning in all lessons. Staff ensure that there is hardly any off-task behaviour. Pupils recognise that behaviour has improved further since the most recent pandemic lockdown. Teachers apply the behaviour policy consistently. Pupils who need extra support can access it in the 'Reef Room'. Most pupils' attendance is good.

Pupils' PSHE education is well planned for pupils in Years 7 to 9. Pupils in these year groups benefit from a range of opportunities that supports their personal development. Leaders have modified this provision due to the pandemic, to support pupils' emotional well-being. However, PSHE is not as well planned for pupils in Years 10 and 11. Leaders have not ensured that these pupils have enough opportunities in order to support their spiritual development.

Governors are skilled and use their expertise to fulfil their responsibilities well. They support and challenge leaders appropriately.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have created a strong culture of safeguarding. Pupils feel safe in school. Staff receive appropriate training and regular safeguarding updates. They follow the right steps when they have any concerns about a pupil's welfare and well-being. Designated safeguarding leaders know pupils very well and care deeply for them. They are tenacious in their work with other agencies in order to ensure that pupils receive appropriate support when needed.

Pupils learn to be safe in different situations. Leaders record relevant pre-employment information on the single central register. Any unexplained absences are followed up quickly. Leaders and governors know and fulfil their safeguarding responsibilities.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have not ensured that the subject curriculums are as well developed in religious education, PSHE and music as they are in other subjects. As a result, pupils do not have the opportunity to gain knowledge and develop their skills in these subjects. Leader should take steps to develop and implement more ambitious curriculums in these subjects and ensure that all pupils make strong progress, as they do in other subjects.
- Leaders have not ensured that pupils have a wide range of opportunities to build their spiritual development. Pupils do not have sufficient knowledge of different people's faiths and beliefs and have limited opportunities to reflect on their own beliefs and perspectives on life. Leaders need to ensure that all pupils experience purposeful opportunities that allow for their spiritual development.

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 are the school and you are 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 [here](#).

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	10184135
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	394
Appropriate authority	Board of trustees
Chair of trust	Mark Rushby
Headteacher	Mark Midgley
Website	http://caistoryarboroughacademy.co.uk/
Date of previous inspection	19 and 20 November, under section 5 of the Education Act 2005

Information about this school

- There has been an increase in the number of pupils on roll since the previous inspection.
- During the inspection, pupils in the Year 10 'bubble' needed to self-isolate due to COVID-19 (coronavirus).
- The school does not use any alternative provision.

Information about this inspection

This was the first routine inspection the school received since the COVID-19 (coronavirus) pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation.

We carried out this inspection under section 8 of the Education Act 2005. We deemed the inspection a section 5 inspection under the same Act.

- Inspectors met with the headteacher and members of the senior leadership team. The lead inspector spoke with four governors, including the chair of trustees.

- Inspectors did deep dives in these subjects: English, mathematics, science and PE. Inspectors looked at a range of subjects on the first and last days of the inspection.
- Inspectors visited 45 lessons, many with senior leaders. Inspectors spoke with pupils and looked at their work. Inspectors met with class teachers and subject leaders.
- Inspectors met with the special educational needs coordinator. Inspectors visited lessons with a specific focus on provision for pupils with SEND. Inspectors reviewed the work of disadvantaged pupils and pupils with SEND.
- An inspector met with designated safeguarding leaders and reviewed safeguarding records and related policies.
- Inspectors met with groups of pupils to talk about the quality of education and other aspects of school life. Inspectors met with a group of staff. Inspectors spoke with pupils and staff informally.
- Inspectors observed pupils at the start and end of the school day, during lunchtime and breaktimes. Inspectors observed tutor time and an assembly.
- Inspectors reviewed the 34 responses to Ofsted’s staff questionnaire. Inspectors considered the views of 70 parents who completed the Ofsted Parent View survey, as well as the 31 written responses received.

Inspection team

Chris Davies, lead inspector	Her Majesty’s Inspector
Stephen Long	Ofsted Inspector
Dick Vasey	Ofsted Inspector
John Edwards	Ofsted Inspector

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