

# Caistor Yarborough School

## Inspection report

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<b>Unique Reference Number</b>	120649
<b>Local Authority</b>	LINCOLNSHIRE
<b>Inspection number</b>	291814
<b>Inspection dates</b>	24–25 April 2007
<b>Reporting inspector</b>	Martin Cragg HMI

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>	Modern (non-selective)
<b>School category</b>	Community
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	571
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Tony Maund
<b>Headteacher</b>	Mr Martin Connor
<b>Date of previous school inspection</b>	11 March 2002
<b>School address</b>	Grimsby Road Caistor Lincoln Lincolnshire LN7 6QZ
<b>Telephone number</b>	01472 851383
<b>Fax number</b>	01472 851996

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<b>Age group</b>	11–16
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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors.

## Description of the school

This is a smaller than average modern school in an area where up to 30% of pupils attend grammar schools. The school serves the town of Caistor and a large surrounding area. Around one third of pupils come from a neighbouring local authority. The proportion of pupils eligible for free school meals is below average but the proportions with learning difficulties and disabilities or statements for their special educational needs are above average. There are few pupils from minority ethnic backgrounds or who speak English as an additional language. The school has had Arts specialist status since September 2006.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

The school provides a good education for its pupils. It has some outstanding features. The headteacher and senior team set a very clear vision for the school which is shared by staff and governors. As a result, standards have improved each year and they are now above average at Key Stage 3. They are broadly average at Key Stage 4 where improvement is increasingly marked after well-judged changes to the curriculum. Pupils make good progress overall, including those with learning difficulties or disabilities. The school values all pupils and has a very strong ethos of care for individuals. It provides excellent support and guidance to pupils, endorsed by the comments of many parents on the impressive commitment of staff. It is especially strong in its work with those pupils who have a wide range of needs.

The curriculum has developed considerably and is now broad, matching pupils' needs and interests and providing very good opportunities for them to be successful. The school's assessment data indicates improving standards and progress for Year 11 pupils, as a consequence. Additional support for pupils relating to homework, coursework and examinations is good. There is also a wide range of activities, events and trips which broaden pupils' experience. Teaching is good overall, although in a small number of lessons teachers do not involve pupils actively in their learning nor challenge them sufficiently. Systems for assessment are very effective and provide pupils with regular information on what they have achieved and how to improve further. Parents are also kept well informed and many stated their appreciation of this.

Pupils' personal development is good. Pupils generally behave well in lessons and around the school. They attend regularly and show interest and enthusiasm in most lessons. Although pupils are encouraged to become involved in school events and activities, some still rely on staff too much and have too few opportunities to take responsibility and show initiative both in their learning and in other situations.

The school has good systems for monitoring its performance and evaluating progress. Its self evaluation is accurate and priorities for action are clearly identified. Inspectors agree with the school's evaluations, except for pupils' personal development, where, although there are many strengths, the lack of concentration and participation in lessons for a small minority of pupils, linked to the quality of teaching in a few lessons, prevented this being outstanding.

Leadership and management are effective. The school has improved since the last inspection and has successfully addressed the majority of the issues raised. The monitoring of teaching is now rigorous and regular. Facilities for the use of information and communication technology (ICT) have improved significantly. There are outstanding links with colleges, other schools, the business community and external agencies which improve opportunities and support for pupils. The recent successful adoption of specialist Arts status and the sustained improvement in pupils' achievement, brought about by the very good leadership of the headteacher and senior staff, ensure that there is excellent capacity to improve further. The school provides good value for money.

### What the school should do to improve further

- Further improve standards and pupils' progress in Key Stage 4 by building on the rate of progress achieved in Key Stage 3.
- Improve the quality of all teaching to match that seen in the majority of lessons, particularly by giving pupils more opportunities to be active in their learning.

- Ensure that pupils have more regular opportunities to take responsibility and show initiative.

## **Achievement and standards**

### **Grade: 2**

Achievement is good. Pupils enter the school with attainment which is slightly below average partly because only a few reach the higher levels at the end of primary education. By the end of Year 9, pupils achieve standards which are generally above average. By the end of Year 11 in 2006, pupils achieved standards which were broadly average in the General Certificate of Education (GCSE). This compared well with the average for similar schools, especially the proportion achieving at least five higher grades, including English and mathematics. The school reached or exceeded its agreed targets. Pupils make good progress overall, especially at Key Stage 3. The school's assessment data, using GCSE and other module results, indicates that current Year 11 pupils have progressed well and are already very close to achieving the challenging targets set for them. Pupils with learning difficulties and disabilities and other specific needs make good progress.

## **Personal development and well-being**

### **Grade: 2**

The quality of pupils' personal development and well-being is good. The strong caring ethos of the school is reflected in pupils' developing maturity. They are confident and friendly, and treat one another with respect. Pupils report that they feel safe and are confident that staff will resolve any problems for them. They generally behave well in class and around the school and conduct themselves in a calm, considerate manner. However, in a few lessons, a small minority of pupils lose concentration and slow the pace of learning. Pupils attend regularly and there is very little unauthorised absence. They develop a strong sense of responsibility by becoming prefects or mentors and counsellors for other pupils. The student council is increasingly effective in representing the interests and aspirations of pupils in order to improve aspects of school life. Pupils' spiritual, moral, social and cultural development is outstanding. Spiritual development is very well supported by assembly and tutorial themes and through learning experiences in many curriculum areas. Pupils' sense of social and moral responsibility is demonstrated in their strong relationships and by the significant amount of money raised for local and national charities. An extensive programme of trips and visits to places of interest broadens pupils' horizons and raises aspirations. Many pupils are enthusiastically involved in various musical and dramatic events, reflecting the school's specialist Arts status, and they make useful contributions to the community by supporting activities in local primary schools. The adoption of a healthier lifestyle is reflected extremely effectively in the encouraging uptake of choices offered in the canteen and the high participation in sports activities. Clearly focused careers education encourages pupils to plan constructively for their future, and almost all go on to further education, training or employment at sixteen.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good across the school and enable pupils to make good progress and achieve well. Teachers know their subjects and plan lessons well. As a result, in most lessons, pupils are attentive, make positive contributions and work well together. Teachers' marking of

work is regular and informs pupils of their progress and areas for improvement. Where teaching is good, teachers provide clear objectives and use searching questions to make pupils think. They inject a sense of enjoyment to learning and use time well to reinforce learning points and to ensure that pupils make good progress. In the few less effective lessons, there are limited opportunities for pupils' involvement in their learning. The lack of pace affects the concentration of some pupils and provides insufficient challenge to stimulate them. Very effective systems are in place for the regular assessment and recording of pupils' progress. These inform teachers' planning and the setting of targets for pupils. Effective use is made of support staff. Pupils with learning difficulties and disabilities learn well and make good progress, both in mainstream lessons and when receiving extra support.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good. It is well balanced and meets the national requirements. The curriculum is constantly reviewed to ensure that it matches the needs and interests of all groups of pupils. At Key Stage 4, there are opportunities for pupils to study a wide range of subjects, including a good choice of vocational courses. This enables pupils of differing abilities to gain appropriate qualifications for use after they leave school. The school's data indicates that curriculum changes are having a positive impact on pupils' standards and progress but some courses have not yet received their first set of examination results. Work-related learning and vocational courses are enriched through excellent links with local colleges and employer organisations. The numerous extra-curricular activities are well attended by pupils and extend their learning opportunities. Visits out of school are well planned to support areas of the curriculum. The specialist Arts College status has stimulated good opportunities for further curriculum development and provided opportunity for all Year 9 pupils to achieve a GCSE in Expressive Arts. The school is one of few to be accredited to deliver the new ICT specialist diploma and creative and media diploma.

## **Care, guidance and support**

### **Grade: 1**

Provision for the care, guidance and support of pupils is outstanding. High levels of commitment from staff and detailed risk assessments ensure pupils' safety around the site. Arrangements for safeguarding pupils are very effective. All staff are properly informed about procedures for child protection. A rigorous monitoring and tracking system ensures that pupils' progress is regularly reviewed against their targets. Those who are identified as underachieving receive very good support from mentors. Parents and carers are properly informed through frequent reports. Pupils with learning difficulties achieve very well, supported by detailed individual education plans. The Assisted Re-integration Centre is increasingly effective in helping the number of pupils who are otherwise at risk of being excluded. Guidance and provision for pupils identified as gifted and talented are considerable strengths. These pupils are suitably challenged in most lessons and benefit from access to a wide range of activities which raise their aspirations.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The headteacher, well supported by senior staff and governors, sets a very clear vision for the school, strongly based on raising achievement. This

vision is having an impact on pupils' achievement, particularly at Key Stage 3 and increasingly at Key Stage 4. The skills and expertise of senior staff are complementary and effective in moving the school forward, skilfully supported by subject and pastoral leaders. There are good systems for monitoring the performance of the school and for identifying issues to be improved and these are implemented effectively by subject and pastoral leaders. Procedures for the review and monitoring of teaching are rigorous and consistent. However, good teaching practice is not yet sufficiently shared across the school. The school values all pupils and ensures that they are successful. Resources are very well deployed and staffing is effectively allocated. Governors are clear about their role to monitor the school's performance and have increasingly effective systems to hold the school to account. The school has made sustained improvements since the last inspection, particularly in pupils' achievement, provision of ICT and the monitoring of teaching. It has excellent capacity to improve further.

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## Annex A

## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	2
The attendance of learners	1
How well learners enjoy their education	2
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	1

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

26 April 2007

Dear Pupils

Inspection of Caistor Yarborough School, Caistor, Lincolnshire, LN7 6QZ

As you know, your school was recently inspected and this letter is to tell you about the results of the inspection. First, I would like to thank you all, on behalf of the inspection team, for your co-operation during our visit. We enjoyed meeting you and appreciated hearing your views about the school. We were impressed by your confidence and your friendliness towards us.

The inspection found that yours is a good school and that some aspects of its work are excellent. Results have improved steadily, particularly at Key Stage 3, and most of you make good progress by the end of Year 11. Your attendance is very good and, generally you behave well in lessons and around the school. In most lessons you are taught well and you told us that your teachers are very willing to give you help. You told us that you liked knowing each term how well you are doing and what to improve. In a few lessons, we saw some of you lose concentration and this slowed down learning. You are given a good choice of courses in Years 10 and 11, and the new Arts status is already having good impact on the breadth of opportunities in the school. We are sure this will be even better when the new buildings are available. The school provides excellent care and support for you and you felt very strongly that any problems you had would be sorted out.

There are some aspects of the school's work that need to improve further. Although, results are improving overall, those at Key Stage 4 need to rise further to match those at Key Stage 3. Teaching in some lessons needs to get you involved in your learning more and challenge you to think. Although many of you act as prefects and mentors or take on other roles, there needs to be more encouragement for you to take responsibility and to show initiative, both in lessons and in other situations.

We are confident that your school will continue to improve and wish you well in the future.

Yours sincerely

Martin Cragg

Her Majesty's Inspector