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16 February 2021

Mark Midgley
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Dear Mr Midgley

Additional, remote monitoring inspection of Caistor Yarborough Academy

Following my remote inspection with Chris Stevens, Her Majesty's Inspector (HMI), of your school on 27 and 28 January 2021, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions that have been taken to provide education to all pupils during the current circumstances.

This monitoring inspection was conducted under section 8 (2) of the Education Act 2005 (as amended) and in accordance with Ofsted's published procedures for visiting schools while routine inspections remain temporarily suspended. It was additional to the usual monitoring process for schools that are judged to require improvement.

Following changes to government guidance and the imposition of COVID-19 (coronavirus) lockdown restrictions, this monitoring inspection was carried out remotely. As such, the range of evidence available to inspectors was narrower than would normally be the case during an on-site inspection. As a result, this letter provides a more limited level of assurance than our usual monitoring reports.

The inspection took place because the school has received four successive judgements of requires improvement at its previous section 5 inspections. The school's most recent section 5 inspection took place in November 2019.

Having considered all the evidence and taking into account the impact of COVID-19 on the school, I am of the opinion that at this time:

Leaders and those responsible for governance are taking effective action to provide education in the current circumstances.

Context

- Across the autumn term 2020, about a fifth of all pupils needed to isolate at home at some point due to COVID-19. This largely affected groups of Year 10 pupils. Some of these pupils were required to isolate for two periods of time.
- Currently, most pupils are being educated at home, with just over one in ten attending school. Just under half of pupils with special educational needs and/or disabilities (SEND) are at school. About two thirds of vulnerable pupils are attending school.
- A very small proportion of the school's staff are absent due to COVID-19. These colleagues are working from home.

Main findings

- Senior leaders and governors have embraced the challenges posed by COVID-19 to make further improvements to the school. Leaders are continuing to work on school improvement alongside reviewing the curriculum.
- Before the pandemic, leaders had started to refine curriculum plans. Teachers and support staff have had training on curriculum planning and teaching. Leaders reviewed the school's provision for pupils with SEND. Staff are improving the teaching and support for these pupils.
- Leaders have adjusted some of the curriculum content because of COVID-19. For example, they have changed the personal, social, health and economic education curriculum to help pupils learn more about well-being. In other subjects, such as geography and Spanish, the curriculum sequence is the same as usual.
- Subject leaders are adapting the order and content of curriculum plans in some subjects to make sure that they address gaps in pupils' learning. For example, they are ensuring that Year 11 pupils' learning prepares them for the next steps in their education. Leaders are putting extra support in for those pupils who struggle to read.
- Teachers use a range of approaches to make sure that pupils gain knowledge and build on their learning. Leaders are reviewing and adapting these approaches as more pupils access online provision than previously. Teachers are using varied ways of assessing pupils' learning and providing feedback. Staff value the training and resources they receive to help them deliver remote education.
- Leaders make sure that all pupils in school learn the same curriculum as those at home. Pupils at home receive a mixture of recorded and live online lessons. A small number of pupils receive paper-based resources. These packs contain

the same learning that pupils in school receive and also for those learning online.

- Leaders are ensuring that pupils with SEND learn the same curriculum as their peers. These pupils, in school and at home, receive regular support, tailored to their needs. Leaders work with external agencies to ensure that pupils continue to receive extra support. Parents of children with SEND, who responded to the Parent View survey, agree that the school gives their children the support they need to succeed.
- Members of the governing body challenge and support leaders to improve the curriculum further. They are ambitious for the school and are aspirational for every pupil.
- A range of support from external agencies and consultants is having a positive impact on the school's educational provision. Staff are also working with other schools. For example, the mathematics teachers are working to develop a 'mathematics hub' to share good practice across schools.

Evidence

This inspection was conducted remotely. We held meetings with the headteacher, other senior leaders, pupils and representatives of those responsible for governance to discuss leaders' actions to provide education to all pupils during a national lockdown.

We also reviewed various documents, including minutes of governors' meetings, safeguarding documentation and a range of policies. We analysed parental responses to Ofsted's online survey, Parent View, and staff responses to the school's own staff surveys. In addition, we reviewed curriculum documents and observed recordings of some remote learning lessons.

I am copying this letter to the chair of the board of trustees, the regional schools commissioner and the director of children's services for Lincolnshire. This letter will be published on the Ofsted website.

Yours sincerely

Chris Davies
Her Majesty's Inspector