

Caedmon School

Inspection report

Unique Reference Number	121672
Local Authority	North Yorkshire
Inspection number	359063
Inspection dates	25–26 May 2011
Reporting inspector	Sally Kenyon HMI

This inspection was carried out under section 8 of the Education Act 2005 under pilot arrangements; it was also deemed a section 5 inspection under the same Act.

Type of school	Secondary
School category	Community
Age range of pupils	11–14
Gender of pupils	Mixed
Number of pupils on the school roll	432
Appropriate authority	The governing body
Chair	Neil Slater
Headteacher	Tony Hewitt
Date of previous school inspection	6 February 2008
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. The inspectors observed teaching and learning in 25 lessons, taught by 25 teachers. Inspectors held meetings with three representatives of the governing body, senior school staff, middle leaders, teachers, support staff and groups of students. Inspectors observed the school's work and looked at samples of students' work in lessons across a wide range of subjects and different year groups. Inspectors looked in detail at documents relating to the school's monitoring of its performance and undertook a detailed analysis of students' attainment and progress. They also scrutinised minutes of meetings, improvement plans and safeguarding procedures. The responses from parents and carers on 82 questionnaires were considered, together with replies from staff and students.

Information about the school

Caedmon School is an average-sized lower secondary school. It has been a Specialist Technology College since 2008 and is currently changing its specialism to science and mathematics. It works in close partnership with another lower secondary school and the local upper secondary school that takes students for Key Stage 4. The proportion of students known to be eligible for free school meals is below the national average. The number of students from minority ethnic groups is well below average as is the number of students who speak English as an additional language. The proportion of students with special educational needs and/or disabilities is well below the national average.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness	2
Achievement	2
Teaching	2
Leadership and management	2
Behaviour and safety	2
Does the school adequately promote the pupils' well-being?	Yes
Does the school adequately promote community cohesion?	Yes
Does the school provide value for money?	Yes

Key findings

Caedmon School is a good school. Students express real pride in their school and the very large majority of parents and carers surveyed report that the school is well led and managed. One parent summed up the ethos of the school well when she commented in the inspection questionnaire, 'Staff really know my child, he has been given the confidence to learn in a safe and controlled environment.'

Achievement is good. This is due to the good quality teaching, care, guidance and support that students receive. Most students report that they feel safe in school and inspectors found behaviour in lessons and around the school to be good. The school sets ambitious targets and most of the time, achieves them. The school's specialism is being used effectively to improve teaching and enhance partnerships with primary schools.

The majority of lessons seen were good or outstanding but the quality of teaching remains uneven across departments. In the best lessons teachers plan creative and fun ways for students to take control of their own learning. However, not all lessons have the pace and challenge to allow students to make the best possible progress. In lessons where teaching was less effective, learning was too dependent upon the teacher's intervention and students did not make the same good progress as they did elsewhere.

Through good and effective self-evaluation processes, senior managers, staff and the governing body understand the school's strengths and areas for development and good plans are firmly in place to tackle any areas that need improvement. While the leadership and management of teaching are strong, there are not enough opportunities for staff to observe outstanding practice both within and out of school. Middle and senior leaders play a key role in school improvement. However, the roles

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of senior leaders are not fully developed, to allow them to formally review progress more frequently.

What does the school need to do to improve further?

- Further increase the proportion of good and outstanding teaching by:
 - creating more opportunities for teachers to observe outstanding practice
 - increasing the pace and challenge in lessons.
- Improve the timeliness of reviews by increasing the role of senior leaders in holding staff accountable for outcomes achieved by students.

Main report

Attainment at the end of Key Stage 3 is above average. Inspection evidence, including from lesson observations, assessment information and the school's own evaluations of teaching show that the majority of students are making good progress. Attainment in English has improved since the last inspection. There are no significant differences between the attainment and progress made by different groups of students and the majority, including those with special educational needs and/or disabilities, make similarly good progress from their individual starting points.

The school has introduced one-to-one intervention in Years 8 and 9 for some students who need additional support with English and mathematics. Students report that this is highly effective and that they have really benefited from it. The school holds accurate data which it uses to track individual progress. Every student has a 'flight path' based upon their attainment on entry. These are regularly reviewed to recognise progress and ensure that they provide adequate challenge.

Most students know their targets and have a good understanding of their next steps towards achieving them. Inspectors saw many examples of students assessing their own and others' progress, for example, in an outstanding Year 7 physical education lesson where students had to rate each other's performance in the high-jump.

Inspectors observed good behaviour in lessons and around the school. Instances of bullying are rare. Students were confident that there were a number of different adults in the school they could turn to if they had a problem or they could report it by email. The very large majority of parents and carers who responded to our survey feel that there is a good standard of behaviour at this school. Behaviour is well managed. Fixed-term exclusions are low and there have been no permanent exclusions for over 10 years which is testament to the school's inclusive ethos.

However, a minority of parents and carers who responded to our survey felt that lessons were sometimes disrupted by bad behaviour, one such parent or carer commented on the questionnaire that, 'This may look quite negative but it isn't. I

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think this is a good school that with some improvements could be an excellent school.' The team investigated this in great depth with staff and students. The team observed nothing less than satisfactory behaviour in any lesson and good behaviour in the large majority. However, when teaching was less engaging, behaviour was satisfactory. The school recognises that there have been some issues regarding behaviour in the past but have taken concerted efforts to deal with it effectively through a clear policy and management system. Students report favourably on the system of rewards for good behaviour and progress in lessons.

Attendance is above average and improving due to the concerted actions of the pastoral team, particularly the learning tutors. Instances of persistent absence are low. The school works closely with a number of agencies to ensure good support for all students, particularly those whose circumstances may make them vulnerable, for example, the police work closely with the school on issues such as cyber-bullying. Many issues surrounding risk-taking and well-being are addressed through the school's citizenship programme. Students from a local college and the school's prefects assist staff in the organisation and supervision of lunchtimes.

Students welcome the many opportunities they are afforded to express their views about school through their own school council. They also report enjoying the many inter-house competitions organised by staff. Many students take part in the 'Sports Leader Award' resulting in a great many sporting clubs within school. Their social, moral, spiritual and cultural development is good.

The curriculum is broad, balanced and meets the needs of the students. Some personalised pathways have been developed at Key Stage 3 enabling students to work at GCSE level in Year 9 and gain accredited modules in some subjects. Students report that they very much enjoy subjects that allow them to be 'hands on' and creative. There is a good range of well-attended extra-curricular activities ranging from instrumental music lessons and a reading group to orchestra and 'Let's get cooking'. Cross-curricular literacy and numeracy are strong features of the school. The school recently invested in over 800 new books for the library, resulting in the number of students who 'read for pleasure' doubling over the last year.

Students agree that the quality of care, guidance and support they receive is a real strength of the school. They are very appreciative of the support they receive at transition points from primary school and leading to the upper secondary school. Students whose circumstances may make them vulnerable are well supported and nurtured so that they make good progress and can enjoy all aspects of school life.

The headteacher has a strong strategic vision for the school based around sustainable links with the neighbouring primary, the lower secondary and the local upper secondary school. These schools already closely collaborate in a number of areas including the delivery of Year 9 GCSE options taught at both lower secondary schools which allow students to join the upper secondary with GCSE modules completed in subjects such as information and communication technology (ICT). Also, staff teach subjects such as music at local primary schools and one Year 6

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student said, 'At first I did not know much about music and now I am inspired to play the recorder and I would like to learn the drums.'

The vast majority of staff surveyed are proud to be part of the school. Senior and middle leaders embed ambition and drive improvement well. They have an accurate view of the strengths and weaknesses of the school and the monitoring of teaching and learning is a real strength. The governing body holds the school's leaders to account for the school's performance and ensures that statutory duties are fulfilled. The school has improved in key areas since the last inspection and demonstrates good capacity for further improvement. Parents' evenings are well attended and the very large majority of parents and carers who responded to our survey feel that the school keeps them well informed and responds to their concerns.

The school successfully tackles discrimination and promotes equal opportunity. There are very few racist incidents and, if any occur, they are thoroughly investigated and reported. School leaders have monitored the outcomes of the range of groups in the school closely to ensure that all do equally well and participate proportionately in school activities. Safeguarding arrangements are in place and meet statutory requirements.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Caedmon Lower Secondary to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 12 statements about the school.

The inspection team received 82 completed questionnaires by the end of the on-site inspection. In total, there are 432 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
Q1 My child is happy at school	27	33	50	61	3	4	1	1
Q2 My child feels safe at school	28	34	51	62	2	2	0	0
Q3 The school helps my child to achieve as well as they can	23	28	49	60	9	11	1	1
Q4 The school meets my child's particular needs	19	23	53	65	9	11	1	1
Q5 The school ensures my child is well looked after	28	34	50	61	2	2	0	0
Q6 Teaching at this school is good	22	27	54	66	4	5	1	1
Q7 There is a good standard of behaviour at this school	6	7	63	77	10	12	2	2
Q8 Lessons are not disrupted by bad behaviour	4	5	45	55	29	35	3	4
Q9 The school deals with any cases of bullying well	16	20	48	59	12	15	2	2
Q10 The school helps me to support my child's learning	15	18	57	70	8	10	2	2
Q11 The school responds to my concerns and keeps me well informed	17	21	56	68	7	9	1	1
Q12 The school is well led and managed	22	27	53	65	6	7	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be:</p> <ul style="list-style-type: none">■ The achievement of all pupils.■ Behaviour and safety.■ The quality of teaching.■ The effectiveness of leadership and management. <p>and taking into consideration</p> <ul style="list-style-type: none">■ how well the school promotes pupils' spiritual, moral, social and cultural development.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



30 May 2011

Dear Students

Inspection of Caedmon School, Whitby YO12 1QA

Thank you for the warm welcome you gave the inspection team when we visited your school recently. Many of you gave up your time to speak to us and to complete questionnaires. We found what you said interesting and thought provoking and your comments helped us arrive at our judgements. We were particularly impressed with the friendly and caring atmosphere in the school and your good behaviour. We recognised that you play a very important part in making Caedmon school a friendly, safe and inclusive place to learn.

To summarise, we found that:

- you achieve good outcomes, make good progress and attain above average results by the end of Key Stage 3
- the good care system supports all of you and is particularly effective in helping those of you who experience difficulties from time to time
- teaching is good and is helping you learn successfully
- you are very caring, make a positive contribution to your school and local community and like to help other people by raising money for local, national and international causes

We have asked the school to improve the quality of teaching and learning by increasing the pace and challenge of lessons and sharing the good and outstanding practice in school. This will help everyone to make the best possible progress. We have also asked senior leaders in the school to monitor agreed actions more regularly to ensure that the school continues to improve.

With very best wishes for the future

Yours sincerely

Sally Kenyon HMI
Her Majesty's Inspector

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