

# Caedmon School

Airy Hill, Whitby, North Yorkshire, YO21 1QA

## Inspection dates

15–16 January 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- The progress of students for whom the pupil premium funding provides support and those with special educational needs is not good.
- Achievement in mathematics requires improvement. Opportunities for students to practise and develop their skills in numeracy are often missed by teachers. There are weaknesses in students' mathematical skills as a consequence.
- Teaching is not good enough overall to ensure rapid progress for all students because there is too much inconsistency across the curriculum subjects.
- A small number of students behave badly in lessons. When this poor behaviour occurs, it disrupts the learning of other students.
- Teachers' marking does not always check whether students understand their work. Teachers do not insist on work being presented well.
- Leaders, including governors, have not focused sufficiently on improving teaching and on ensuring that all students make at least good progress.

### The school has the following strengths

- Teaching and achievement in English, history religious studies and art are good. In construction, they are outstanding.
- Students enjoy school as shown in their above average attendance.
- Leaders, including governors, are now focused on improving teaching and achievement, which as a result are showing the early signs of improvement.
- Students are friendly and polite to visitors.
- Students feel safe in school and the school's work on e-safety is very strong.
- Parents speak very positively about the school.

## Information about this inspection

- Inspectors observed 25 lessons, four of which were observed jointly with members of the senior leadership team. The team also looked carefully at students' work, the quality of teachers' marking and the extent to which this was helping students to improve.
- Inspectors met with seven groups of students to discuss their experience of school, and particularly their learning, behaviour and safety.
- Inspectors met with three representatives of the governing body and, separately, a representative of the local authority.
- Inspectors reviewed a number of documents including: minutes of meetings of the governing body; safeguarding procedures; behaviour and attendance records; documents relating to school self-review and improvement; and the school's records on performance management and teaching and learning.
- In planning and carrying out the inspection, inspectors took account of 52 responses to the Parent View survey and 26 questionnaires completed by staff.

## Inspection team

John Townsley, Lead inspector	Additional Inspector
Robert Jones	Additional Inspector
Irene Lavelle	Additional Inspector

## Full report

### Information about this school

- This is a much smaller than average-size secondary school which caters for students in Years 7, 8 and 9.
- Most students are from White British backgrounds.
- The proportion of students for whom the school receives the pupil premium, which is additional funding for children in local authority care, children of service families and those known to be eligible for free school meals, is broadly average.
- The proportion of disabled students and those with special educational needs supported through school action is lower than that found nationally. The proportion of students supported at school action plus or with a statement of special educational needs is similar to that seen nationally.
- The school receives catch-up premium funding for a small number of students in years 7 and 8.
- A very small number of students in Years 8 and 9 attend alternative provision at Education Outreach.

### What does the school need to do to improve further?

- Improve the proportion of good and better teaching across the school, and particularly in mathematics, so that all students' progress becomes good or better, by:
  - ensuring that all teachers plan and teach lessons that challenge all students
  - making sure that students' work and the levels at which tasks are set are rigorously assessed and that this information is used to move students' learning on at a quick pace
  - increasing opportunities for students to develop and apply their numeracy skills in different subjects.
- Accelerate the progress of students with special educational needs and those for whom the pupil premium is an entitlement so that it is at least good through:
  - ensuring that the pupil premium and funding for students with special educational needs is used specifically to raise achievement for those students for whom it is an entitlement
  - focusing the work of all leaders, including governors, on carefully checking the successful impact of the school's work with these two groups
  - making sure that teachers plan to accelerate the progress of students with special educational needs and those for whom the pupil premium is entitlement in lessons.
- Improve the behaviour of students who currently disrupt too many lessons through:
  - ensuring all teachers deal with disruptive behaviour in a manner which is built upon high expectations
  - making sure that all leaders, including governors, systematically monitor the effectiveness of the school's work in removing low level disruptive behaviour.
- Improve the quality of leadership at all levels, including governance, through:
  - ensuring that all leaders are focused on the key areas of teaching and achievement
  - increasing the focus of leaders on assessing the impact of the school's work in the key areas of teaching and achievement.

An external review of governance should be undertaken, including a focus on the school's use of the pupil premium, in order to assess how this aspect of leadership and governance may be improved.

## Inspection judgements

### The achievement of pupils requires improvement

- Senior leaders have been too slow to respond to the challenge of ensuring that disadvantaged students make at least good progress. The school's own data confirms that by the end of Year 9 in 2013, the gap in performance had not narrowed. The attainment of students who were eligible for support through the pupil premium was over a year behind other students in the school and in mathematics and about a year behind in English.
- Achievement in mathematics requires improvement because of weaknesses in the development of students' mathematical skills across the school. This is patchy because opportunities for students to practise and develop skills in numeracy are often missed by teachers.
- Achievement is good in English, religious studies, art and design and history. It is outstanding in construction. Progress in mathematics is slower than in English. In a number of subjects, such as science, information and communication technology (ICT) and modern languages, students' progress requires improvement. Students attain standards in English that are similar to the national average.
- While students' skills in reading, writing, speaking and listening are being improved in English lessons, they are not developed to a high enough level within other subjects and this slows students' progress.
- Progress is slower for school action plus students than it is for others in the school in English and mathematics. Although care is taken to ensure that equality of opportunity is promoted, for example, in how students are supported sensitively for their move into Year 7 and into their chosen routes at the end of Year 9, too little attention has been paid to ensuring that all students make good progress with their learning.
- The most able students achieve well and make good progress from their starting points at the school because the work they are given challenges them to learn.
- Students enter the school at a level which is broadly in line with the national average. While some groups of students make good progress, such as middle ability learners, the progress of other key groups is not rapid enough.
- The Year 7 catch-up premium funding is now being used effectively to fund a range of strategies targeted towards improving literacy and numeracy work for those falling behind. The appointment of a specialist primary practitioner has significantly enhanced the impact of this work.
- The small number of students educated off-site achieve well.
- As might be expected in an 11–14 school, no students are entered early for GCSE examinations.

### The quality of teaching requires improvement

- Too much teaching at the school requires improvement, and a small amount is inadequate. Very little teaching is outstanding.
- Not all teachers make good use of the assessment information that they have on their students to plan activities that challenge students to do their best. For some students, the work they were given is too easy; for others it is too hard. This means that too few students make as much progress as they should.
- Teachers sometimes fail to monitor how well students are doing. They do not always adapt activities when progress slows or when students are struggling to understand the work. Questioning is not sharp enough to assess what students understand or to deepen their thinking around a subject. Teachers look for and accept answers which are too simple. Students are not given enough time to justify their own thinking. As a result, students do not learn at a good rate.
- Teachers do not give students enough chances to practise their mathematical skills and opportunities to solve mathematical problems in subjects other than mathematics are limited.

While techniques to develop skills in reading, writing and communication are more established, not all teachers are taking the opportunity to extend these skills within their own subjects. Observations of lessons and work in students' files show that some students are given good opportunities to practise their writing skills. This was seen for example, in a Year 9 art and design lesson. Students' good progress in improving their writing reflected effective demonstration by the teacher of exactly what was required to achieve a high quality piece of work.

- The quality of marking is variable. The school's marking and assessment policy is not implemented by all teachers. Expectations of students' presentation of their work are not always high enough. Some marking does not check students' misunderstandings well enough in their everyday work to ensure that work is accurate. Occasionally, marking is very superficial, and, as a consequence, students' progress is restricted by a lack of guidance and feedback. Some marking and assessment is of a very high standard. In English for example, students respond well to guidance and make clear improvements to their work.
- The majority of lessons are characterised by positive relationships between the teacher and the students
- Some teaching is good and a small minority is outstanding. Teaching is consistently good in English, history and art and design. In an effective Year 7 history lesson, students were inspired by the subject knowledge and passion of the teacher, resulting in an enthusiastic and perceptive discussion about the demise of the Roman Empire. Significant intellectual challenge was added when students also considered moral issues around the behaviour of citizens within the empire at that time.
- Teaching is excellent in construction because teachers plan work that is extremely well matched to students' needs. Students demonstrate a genuine desire to extend their knowledge and understanding of challenging building techniques. They participate enthusiastically in group work and purposeful and challenging discussions.
- The school does not share best practice in teaching enough and so weaker teachers do not learn from the best teachers.

### **The behaviour and safety of pupils** requires improvement

- The behaviour of students requires improvement. In a number of lessons, the poor behaviour of a few interrupts the learning and students fail to make good progress. Teachers do not always manage this well and so sometimes disrupts the learning of others. This was acknowledged in almost all of the discussions that inspectors had with student groups.
- In some subjects, students are slow to settle to work and do not come prepared to learn. In physical education, boys arrived very late, took a great deal of time to get changed and, on two separate occasions, were found to be chewing gum in a practical lesson.
- Students do not always wear their uniform with pride. Too many students flout the school's uniform policy by wearing black jeans and canvas pumps.
- Students behave well at breaks and lunchtime, as they move between lessons and in assemblies. They are polite towards each other and towards staff and visitors. These positive attitudes are reflected in the school's improving attendance figures, which are now above the national average and low rates of exclusion.
- The school's work to keep pupils safe and secure is good. Students feel safe in school and speak knowledgeably about risks that they might encounter such as cyber-bullying. The school ensures that students behave safely when using the internet. All students and parents were of the view that when bullying occurs, as it does on very rare occasions, it is dealt with in a highly effective manner.
- The proactive and enthusiastic student leaders make a valuable contribution to the life of the school. They ensure that suitable and relevant suggestions are made and acted upon and they show impressive initiative in hosting events and raising money for a range of charities.

## The leadership and management requires improvement

- Leaders do not evaluate the school's strengths and weaknesses with sufficient accuracy. As a consequence, priorities for improvement have not been clearly established and understood across the school. This has resulted in the pace of improvement not being rapid enough, although there is now clear evidence that leaders' actions are beginning to impact on the quality of teaching and the achievement of students, for example, through recent improvements made to students' performance in English and mathematics.
- Senior leaders and governors have not focused sufficiently on the key priorities of teaching and achievement. The records of meetings of the governing body show that far too much of their time has been spent discussing the potential reorganisation of education in the town.
- The school's judgement on the quality of its teaching is overly optimistic and so weaker teaching has not always been tackled effectively. Too much of the school's teaching still requires improvement.
- The quality of middle leadership is variable. The teaching of some middle leaders requires improvement, acting as a major barrier to them improving the quality of teaching in their own curriculum area.
- The school promotes students' spiritual, moral, social and cultural developments well. International links play an important part in preparing students for life in a global society.
- The curriculum is now more sharply focused on improving students' literacy and numeracy skills, although the impact of such actions has still to be fully seen, especially in mathematics.
- A wide variety of trips, visits and special events, such as plays and concerts, make an important contribution to the life of the school. There is a good range of enrichment opportunities on offer and they are popular with most students.
- Safeguarding arrangements, including those for students who attend alternative provision, are thorough and meet requirements.
- The headteacher, other senior leaders and governors have started to refocus their attention on improving teaching and achievement, although this has not been quick enough. The local authority's support for the school has failed to ensure that sufficient focus has been placed by leaders on improving the quality of teaching. A recent review of provision undertaken by the local authority gave a generous assessment of teaching and the achievement of students.
- **The governance of the school:**
  - The governing body has not challenged the school effectively regarding its performance. The records and minutes of governing body meetings and committee meetings show that far too much of their time has been spent on the potential reorganisation of education in the town. As a consequence, up until very recently, governors were insufficiently focused on ensuring that standards of teaching are improving and that all students are making at least good progress. Governors have only very recently come to an understanding of the importance of narrowing the achievement gap in school between students entitled to support from the pupil premium funding and other students. As a consequence, the gap in achievement between these groups has remained stubbornly wide. Governors are also only just recognising their responsibility regarding the use of performance management, the rewarding of good teachers and the tackling of underperformance.
  - Governors have been effective in ensuring the safety and well-being of all members of the school community. This has included full involvement in ensuring that students are aware of the potential dangers around them, including in their use of the internet.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	121672
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	430911

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Secondary
<b>School category</b>	Community
<b>Age range of pupils</b>	11–14
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	340
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Neil Slater
<b>Headteacher</b>	Tony Hewitt
<b>Date of previous school inspection</b>	25 May 2011
<b>Telephone number</b>	01947 602570
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