



North

Yorkshire County Council

NORTH YORKSHIRE LA REVIEW

Caedmon College Whitby

DfE number: 121667

FINAL REPORT

15 September 2015

EDUCATION AND SKILLS SERVICE

September 2015

Introduction

Purpose of the review

- To support the school's leadership in its self-evaluation.
- To support senior leaders in preparing for Ofsted inspection.
- To support the school in identifying and validating progress made against the areas for improvement identified at the last Ofsted inspection in October 2013.

Context of the review

- The review took place over one day and was aligned with the September 2015 Ofsted Common Inspection Framework.
- The format of the review was based upon the Section 8 short-inspection model.
- The review drew upon evidence from the College's data, self-evaluation, learning walks and interviews with members of the College's senior leadership team, governors, staff and students.
- At the last inspection in October 2013, the College's overall effectiveness was judged by inspectors to be 'Good'.
- The review was commissioned at the request of the Local Authority and was carried out in full partnership with the College.
- The review team consisted of a Lead Improvement Adviser, 11-19 from the Local Authority and a Secondary Headteacher from a North Yorkshire school.

Review Team

Keith Worrall	Lead Improvement Adviser, 11-19 (Review lead)
Carl Sugden	Headteacher, King James's School, Knaresborough

Evidence Base

- The review team undertook learning walks on three separate occasions covering fourteen lessons and visited a diverse range of subjects and year groups on both sites.
- Learning walks were undertaken on both the Normanby and Scoresby sites and reviewers were accompanied by senior members of staff.
- Learning walks, work scrutiny and discussions with students enabled the review team to form a view of behaviour for learning and attitudes to learning across the College.
- Meetings were held with staff, including senior and middle leaders. The review team also met with students and spoke with them informally in lessons and around the College sites.
- Reviewers observed the College's work and looked at students' books during lessons as well as undertaking a separate work scrutiny. This comprised of a collection of students' books and coursework from a variety of subjects and different year groups, including post-16.
- Reviewers scrutinised strategic plans, including the College Development Plan,

Summary Self Evaluation, student tracking information, analysis of behaviour and attendance, minutes of line management meetings, governing body minutes and other strategic documents.

- The Principal and members of the senior leadership engaged in discussions with the review team throughout the day. Strategic Team members were keen to engage in a dialogue with the review team and this was on-going during the day.
- The review team gave final feedback to the Governors, the Principal and the Strategic Team at the end of the review.
- Final feedback focused upon the strengths and areas for development within each aspect and with recommendations as appropriate.

Context

- In September 2014, following a consultation process, Caedmon College Whitby was established as an 11-19 school as a result of the amalgamation of Whitby Community College with Caedmon School, a nearby 11-14 secondary school in Whitby.
- Caedmon College Whitby is smaller in student numbers than the average-sized secondary school.
- The number of students on roll has increased due to amalgamation since the last inspection.
- The proportion of disadvantaged students known to be eligible for the pupil premium funding is below the national average. The pupil premium provides additional funding for disadvantaged students and children in local authority care.
- Almost all students are of White British heritage.
- The proportion of students supported through school action is below average. The proportion supported by school action plus or with a statement of special educational needs is below average.
- The college works in partnership with a number of other organisations. In particular, Yorkshire Coast College, Malton Hair Academy, Redcar and Cleveland College and the Adult Education Service. The College is also a member of the Moorland Alliance, Wakefield City Academy/Leeds Metropolitan University Teaching School Alliance and the Esk Valley Alliance.
- Thirty-six students attend alternative provision for part of their learning leading to a range of accredited qualifications.

Key issues identified in the last inspection in October 2013

Improve the quality of teaching so that it is never less than good and more often outstanding by:

- improving the quality of marking and feedback so that students are clear about the next steps they need to take to improve their work
- developing more opportunities in lessons for students to show their initiative and develop the skills they will need for later life

- ensuring students, particularly boys, receive the support they need to develop their reading, writing and number skills in subjects other than English and mathematics.
- improving the quality of leadership and management by developing strategies to target the achievement of students eligible for the pupil premium so that they attain as well as their peers.

Summary Findings

The school has the following strengths

- The Principal and senior leaders have high expectations of students and staff and are ambitious to secure further improvement.
- The Principal and senior leaders have established an accurate view of the current position of the school.
- The Principal has developed an effective model of distributed leadership through delegating responsibility to members of his leadership team.
- Leadership at all levels is clearly focused upon securing rapid and sustained improvement.
- The strategic document 'Caedmon College Learning Plan 2015-16' provides a clear and succinct vision for the future and is shared with key partners and stakeholders.
- Teachers are conversant with strategic plans and their contribution to improvement priorities.
- Staff are extremely supportive of the Principal and Strategic Team - there is widespread and robust commitment to securing the best outcomes for all students.
- Senior leaders are working effectively to develop the capacity of all staff through training and professional development opportunities both in-house and through external partnerships.
- Performance Management ensures that all staff are held to account.
- Students are highly positive about their College and this is particularly evident in good behaviour and quality of relationships in classrooms and around the College site.
- There is a sharp focus upon the improving rates of progress made by students in lessons.

A review of assessment at Key Stage 3 has resulted in the re-alignment of assessment arrangements and tracking student progress, particularly in relation to the EBACC subjects. Consequently, there is greater consistency in assessment across the college underpinned by rigorous tracking and facilitating early identification of underperforming groups.

- The Sixth Form is highly valued by governors, stakeholders and students. The Sixth Form provides a good quality of education. Students leave the Sixth Form well prepared for the next stage of their education and progress into employment or further training.

Overall, summary recommendations to become outstanding

- Improve the quality of the written self-evaluation document so that it is more evaluative and includes a range of evidence to support self-evaluation judgments.
- Further engage with other partnerships, such as the Moorland Alliance, so that professional development and training opportunities for staff are enhanced.
- Further use external partnerships to provide validation of the rigour and accuracy of assessment.
- Develop whole-school strategies to improve attendance so that it is in line with or above the national average for key groups of students, including disadvantaged students and those with special educational needs and/or disabilities.
- Further reduce the number of days lost to learning as a result of fixed term exclusion, particularly where disadvantaged groups are disproportionately represented.

Leadership and Management

- There is a planned programme of improvement captured in comprehensive and detailed strategic plans.
- Actions to maximise student performance are being rigorously implemented and monitored. This has resulted in effective deployment of staff linked to areas of expertise.
- Effective action has been taken to build capacity and the confidence of leadership at all levels, for example, through opportunities to undertake joint monitoring activities, share best practice and engage in professional networks.
- Following amalgamation in 2014, strategic plans provide a comprehensive 'roadmap' for further improvement with a specified timescale, appropriate milestones and review points.
- Leadership at all levels has a clear focus on school improvement priorities and are taking the necessary actions to achieve identified and measurable success criteria.
- The school is proactive in preparing for 'life after levels'. Work has already taken place to introduce a skills based system of assessment at Key Stage 3.
- Assessment without levels is being developed for Key Stage 3 EBACC subjects whilst at Key Stage 4, new grading structures have been developed in preparation for changes to accountability and performance measures at GCSE in 2016.
- Middle leaders regularly evaluate their curriculum areas and are held to account for performance and outcomes. Challenging line management meetings monitor the progress of middle leaders in achieving college priorities, for example, ensuring that students receive high quality assuring marking and feedback.

- Performance management targets are explicitly linked to the areas for improvement at the last inspection and whole school improvement priorities.
- Senior and middle leaders are resilient, buoyant and rooted in the pursuit of improvement. This vigour to achieve improvement is reflected in the openness of leaders and managers to external challenge, as exemplified in 'Key Stage inspections' undertaken by the Moorland Alliance in Spring 2015.
- Middle leaders are aware of whole-school priorities and their contribution to strategic plans.
- Middle leaders have access to appropriate professional development opportunities made available through in-house training and access to some wider networks.
- Middle leaders report feeling well supported through the valuable fortnightly meetings with their link Strategic Leader. Some of these meetings also involve governors. There are clear agendas and middle leaders report these meetings to be both collaborative and transparent.
- Middle Leaders report improved access to data for all staff. Senior leaders give clear direction and guidance to support analysis of the data

Areas for development to become outstanding

Senior leaders should ensure that they

- share strategic plans more widely so that all staff are fully conversant with the priorities and the plans that underpin them.
- produce sharper evidence of impact against key actions and whole school priorities through triangulation.
- build in sufficient time for leaders and managers at all levels to reflect upon how best to embed new initiatives.
- evaluate fully the impact of quality marking and feedback upon learning so that there is greater consistency within and across curriculum areas.
- systematically filter evidence and draw self-evaluation together in order to better inform strategic plans and future actions.
- are sharper and more selective in their use of evidence in order to demonstrate the impact of actions against success criteria included within strategic plans.
- produce a crisp and concise summary of evaluative analysis of a range of evidence, including hard evidence of the impact upon outcomes for students.

Quality of Teaching

- Leadership of teaching and learning is rigorous and robust. The proactive approach of senior leaders is facilitating improvement in the quality of teaching across the College.
- Teachers have high expectations of students and are ambitious for success.
- Reviewers observed a variety of strengths in teaching.
- Engaging and stimulating teaching resulted in students actively engaged in learning with good levels of levels of student participation.

- Relationships in classrooms between students and adults were good. Students worked well together and supported each other in their learning.
- Teachers used targeted questioning effectively to check student understanding and monitor progress.
- More able students had many and varied opportunities to develop their skills and extend their learning.
- Teachers used assessment information effectively when planning lessons so that the needs of all learners were fully met.
- Planning for progress was evident across subjects and in all key stages.
- Teachers were using student trackers and assessment information effectively in order to plan appropriate and challenging learning opportunities.
- Appropriate learning objectives were set and this enabled students to learn and make progress.
- Use of Attitudes to Learning [A2L] provided clear expectations of students' behaviour and engagement in lessons.
- Marking and feedback in most classrooms helped students know what they had done well and be clear about what they needed to do to improve.

Areas for development to become outstanding

Senior leaders should ensure that

- Teachers in different subjects consistently check student understanding of skills and concepts during the lesson so that students can progress to the next stage in their learning.
- All subjects make a contribution to the development of pupils' Reading Writing and Communication Skills [RWCM-] so that students can develop good levels of communication both orally and in writing.

Personal Development, Behaviour & Welfare

- This was not considered in detail as part of the review. However, the review team witnessed positive and consistently good behaviour both in classrooms and around both sites.
- Students had the opportunity to share their views of the College. Students said that they know how to keep themselves safe and how to use the internet safely.
- Students were highly positive about all aspects of the College.
- Students said that they are encouraged to learn and make progress in lessons and that teachers enable them to be clear about their next steps in learning.
- Students reported that behaviour in lessons and across the College is good.
- Students enjoy a variety of extracurricular activities, including after school clubs and trips related to culture and the arts.
- Students reported that the College is a 'friendly and supportive place to be', and that teachers are always willing to offer advice and support.
- Students are taught how to stay safe online and when using technology

- Students know about the values and ethos of the College and appreciate the positive culture.
- Positive relationships between students and staff are evident in lessons and around the College.
- Students report that there is zero tolerance to any form of bullying and students know about different types of bullying, including bullying based upon homophobia, race and disability.
- Students say that the College is a friendly and welcoming place to be. Visitors are treated courteously and made to feel welcome. Equally, students are friendly towards each other and enjoy positive relationships.
- Students report that they feel safe at school and enjoy their lessons.
- In lessons, appropriate Health and Safety practices were observed, for example in a Year 8 Food Technology lesson, students used a variety of equipment safely and followed recommended safety procedures at all times.

Areas for development to become outstanding

Senior leaders should ensure that they

- Further increase the accountability of all staff to be proactive in further raising attendance and reducing the number of days lost to learning across the College.

Achievement

- There is a sharp focus on the progress of students at all key stages.
- Senior leaders are raising the bar in relation to expectations of student progress.
- Increasingly the focus is upon ensuring that all students will make at least expected progress and a significant proportion will make more than expected progress.
- In the analysis and tracking of student progress, there has been a re-balancing of the extent to which achievement information is analysed and tracked at KS3.
- Data and tracking systems for monitoring student progress from Year 7 to Year 11 are cohesive and consistent, providing teachers with a clearer picture of student progress from point of entry in Year 7 to the end of Year 11.
- Senior leaders recognise the importance of accurate student assessment information at all key stages and consequently have engaged with external moderation to ensure accurate assessment and external moderation and standardisation of assessment data is increasingly common across subjects.
- Senior leaders are confident that assessment information across most subjects and year groups is robust and accurate.

- Overall outcomes in 2015 have improved on 2014 and tracking data for current Y11 indicates further improvement in 2016.
- In 2015 attainment improved on 2014 outcomes for a number of Key Performance Indicators.
- Attainment is slightly above or at the 2014 national average for a range of Key Performance Indicators.
- The proportion of students making expected progress is above the 2014 national average for English and Mathematics.
- The proportion of students making more than expected progress is below the national average for Mathematics but this is an improvement on previous year.
- The College is successfully closing the gap in the performance of disadvantaged students over time.
- Evidence presented indicates that the school self-evaluation of judgement of Achievement at post-16 is accurate and robust.

Areas for development to become outstanding

Senior leaders should ensure that they

- Increase the proportion of students making more than expected progress in English and mathematics.
- Improve the attainment and progress of the more and most able students so that a greater proportion achieve the highest grades.
- Address the variation in outcomes for a number of subjects, including Geography, History, Religious Studies and Drama.
- Increase the proportion of students achieving the EBACC qualification; this will contribute to new accountability and performance measures.
- Close the gap in achievement of students with Special Education Needs and Disabilities [SEND] so that it is similar to that of other students with the same starting points.
- Present a range of evidence and information to support the school judgment on Achievement at KS3, based upon their analysis of attainment and progress for students in Years 7 to 9.
- Monitor and address gaps in the performance of different groups including those who are identified as disadvantaged and high prior attaining students
- Undertake further engagement in external moderation of assessment, as the opportunity arises, in order to validate internal tracking information.