

Caistor Yarborough Academy

Address: Grimsby Road, Caistor, Market Rasen, Market Rasen, Lincolnshire, LN7 6QZ

Unique reference number (URN): 136958

Inspection report: 2 December 2025

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard 

Typically, all pupils progress securely through the curriculum and learn well. They produce high-quality work in most subjects. The published examination outcomes show that most pupils attain close to the national averages for most subjects. This represents progress that is significantly above the national average. As a result, they are well prepared for their next steps in education, training or employment.

The school has grown considerably in recent years and leaders have recognised that a significant proportion of pupils are arriving at the school with lower than average starting points in English and mathematics. Many of these pupils are disadvantaged or have special educational needs and/or disabilities. Leaders have made sure that these pupils particularly are supported successfully to develop their reading, writing and mathematical knowledge. This means that they catch up quickly.

Attendance and behaviour

Expected standard 

Pupils are happy to attend the school. Many travel long distances to get here. Attendance is consistently above the national average. When there are barriers to high attendance, leaders work thoughtfully alongside pupils and their families to make sure that all pupils attend school.

Leaders and staff have high expectations of how pupils will behave. Pupils consistently behave well in lessons and around school. In classrooms, staff follow consistent routines for learning that support positive behaviour. Pupils try hard and value the rewards they earn for behaving well and working hard. They say that there are few disruptions to learning. Any incidents of poor behaviour are managed fairly and effectively by staff.

The majority of pupils demonstrate politeness and are well mannered. Bullying is rare. A small minority of pupils occasionally display silly behaviours or are unkind to others. Leaders take effective action when they are aware. This includes providing support for pupils who find it difficult to meet the school's high expectations. However, leaders do not always have a strategic overview of the impact of poorer behaviour. As a result, they do not always identify trends quickly enough.

Curriculum and teaching

Expected standard 

The school provides a broad and ambitious curriculum. Leaders have identified the important knowledge that pupils will learn. The curriculum is sequenced well. Its design helps pupils to gain knowledge securely, with each stage building on what they have learned before.

Typically the curriculum is delivered well. Teachers use their secure subject knowledge to present new concepts clearly. Well-designed activities support pupils to apply what they have learned. Teachers routinely check pupils' learning and address any misconceptions

quickly. However, on occasion, they do not provide pupils with helpful feedback. Sometimes, pupils are not given opportunities to correct mistakes or improve their work.

Leaders have ensured that the curriculum is designed to meet the needs of all pupils. There are planned opportunities to revisit and strengthen previous learning. Staff adapt activities to make sure that pupils with special educational needs and/or disabilities, or who face other barriers to learning, can be successful. Any pupils who have not learned to read with fluency are well supported to catch up quickly. Staff make regular checks on pupils' learning. They use these checks to identify where pupils need extra support, or where they would benefit from extra challenge.

Inclusion

Expected standard 

The number of pupils who are disadvantaged, pupils with special educational needs and/or disabilities (SEND) or have been known to children's social care has increased at the school over recent years. Leaders make sure that the school places a high priority on reducing any barriers to learning and/or wellbeing pupils may face. Staff know these pupils well and are aspirational for what they can achieve.

The school identifies the needs of pupils with SEND quickly and accurately. Leaders work alongside primary schools, as well as parents and carers, to get to know pupils before they arrive. Information is shared effectively so that staff understand pupils' needs and adapt the curriculum so that pupils with SEND can be successful alongside their peers. A small number of pupils with more complex needs receive effective personalised support from expert staff. Leaders routinely review the impact of the support that is provided to pupils with SEND and make adjustments as necessary.

Pupil premium funding is used effectively to enable disadvantaged pupils to engage fully with the curriculum and benefit from the wider opportunities the school provides. This includes individualised academic support that helps pupils to catch up quickly if they fall behind. Leaders make sure that extra-curricular activities are available to all pupils.

Leadership and governance

Expected standard 

Leaders at all levels understand the school's context, recognise its strengths and accurately identify areas for improvement. For example, they carefully monitor pupils' achievement data and how well the curriculum is being implemented. This means that they know where aspects of the curriculum should be improved. Where they have identified areas to improve, there is evidence improvements are underway. In some areas, for example pupil progress, attendance, and the pupil premium strategy, there is real precision in the way leaders monitor the effectiveness of their work. However, in other areas, the way data is used to evaluate impact and inform future actions is not as effective. For example, the monitoring of behaviour trends and participation in extracurricular activities could have a sharper focus on informing next steps.

Trustees, school leaders and staff are united in their determination to do their best for all pupils. They routinely make decisions that prioritise the best interests of all pupils, especially those who are disadvantaged, those with special educational needs and/or disabilities, and those known, or previously known, to social care. Trustees are knowledgeable about the

school's priorities and its ethos. They are experienced and provide valuable support and challenge to school leaders. They make sure that the school meets its statutory responsibilities.

Staff are very positive about working at the school. They recognise the support they receive from leaders that helps them to manage their workload. They value that the school cares for their wellbeing. Leaders recognise the importance of developing staff expertise. They make sure that all staff benefit from high-quality professional learning.

Personal development and wellbeing

Expected standard 

Leaders know the communities the school serves and its local area well. They have designed a programme to support pupils' personal development that reflects the local context. For example, leaders have identified that there is limited cultural diversity in the local area. Through the curriculum, assemblies and enrichment activities, the school supports pupils to learn about different faiths and cultures from around the world. The curriculum for religious education has been strengthened to further develop pupil's understanding of their own spirituality as well as global religions.

The curriculum for personal, social and health education is planned carefully to make sure pupils are well prepared for adulthood. Pupils learn how to avoid risks, both online and offline, and maintain good physical and mental health. Pupils have a secure understanding of the fundamental British values. When there are opportunities to discuss issues of morality, pupils do so thoughtfully and maturely. In assemblies, the school provides opportunities for pupils to present their ideas to their peers on themes that are important to them.

The curriculum is enhanced by a range of trips and enrichment activities. For example, pupils in Year 7 take part in a geography field trip while pupils in Year 10 visit the theatre to watch 'Macbeth'. There are after-school clubs in a range of sports. Many pupils are proud to act as leaders, ambassadors and prefects. The school makes sure that all pupils, including those that are disadvantaged, can enjoy these experiences. Leaders track pupil participation in enrichment activities. However, they do not use this data to purposefully tailor the programme to match pupils' interests.

The careers programme prepares pupils well for their next steps and beyond. Pupils receive impartial information about education and training providers. They have opportunities to engage with local employers and visit nearby colleges and universities.

What it's like to be a pupil at this school

Pupils are happy at Caistor Yarborough Academy. The school has grown in recent years with pupils from a range of different backgrounds and a wide geographical area. Pupils get along well together and feel part of a community in the school. This sense of community is underpinned by a culture of tolerance and mutual respect. Pupils enjoy positive relationships with caring staff who have high expectations for all. Staff prioritise pupils' best interests.

Classrooms are calm and provide a positive learning environment. Pupils enjoy learning and try hard. Staff prioritise removing any barriers to learning that pupils face. They apply teaching strategies designed to support all pupils to thrive, especially those who are disadvantaged or pupils with special educational needs and/or disabilities. At the end of key stage 4, pupils achieve well in external examinations and leave the school well prepared for their next steps.

Pupils behave well. They are polite and self-disciplined. Pupils feel safe at school. They trust staff to deal with any acts of unkindness or incidents of bullying quickly and effectively. At break and lunchtimes, pupils play and socialise cheerfully. Pupils enjoy life at the school and attend well.

The curriculum promotes pupils' wider personal development and prepares them for adulthood. It provides opportunities for pupils to find out about different faiths and cultures and to celebrate diversity. Pupils learn to appreciate the fundamental British values and to respect equality.

The school provides a rich experience for pupils. Enrichment days cover a broad range of themes, including the Vikings in Year 7 and forensic science in Year 11. Trips to the theatre and universities provide further memorable experiences. Many pupils proudly take on leadership roles, such as subject ambassadors, prefects and sports leaders. This prepares them well to be active citizens in the future.

Next steps

- Leaders should ensure that teachers consistently provide useful feedback and give pupils opportunities to correct and improve their work.
- Leaders should continue to develop their strategic review and analysis of actions taken to improve outcomes for all groups of pupils.

About this inspection

This school is a single academy trust, which means other people in the trust also have responsibility for running the school. The trust is overseen by a board of trustees, chaired by Mark Rushby.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that put pupils' interests first.

Inspectors spoke with the headteacher, senior leaders and a range of other staff during the inspection. The lead inspector met with representatives of the board of trustees, including the chair of trustees.

The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Headteacher: Mark Midgley

Lead inspector:

John Spragg, His Majesty's Inspector

Team inspectors:

Al Mistrano, His Majesty's Inspector

Paul Halcro, His Majesty's Inspector

Chris Stevens, Ofsted Inspector

Nyree Parker, His Majesty's Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 2 December 2025

School and pupil context

Total pupils

611

Well below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 1,067

School capacity

580

Well below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 1,152

Pupils eligible for free school meals (FSM)

26.68%

Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 28.9%

Pupils with an education, health and care (EHC) plan

5.73%

Well above average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.09%

Pupils with special educational needs (SEN) support

14.73%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 13.4%

Location deprivation

Close to average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (provisional)	43.3%	45.2%	Close to average
2023/24 (final)	49.5%	45.9%	Close to average
2022/23 (final)	38.5%	45.3%	Close to average

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (provisional)	43.8	45.9	Close to average
2023/24 (final)	46.0	45.9	Close to average
2022/23 (final)	44.5	46.3	Close to average

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	0.37	-0.03	Above
2022/23 (final)	0.12	-0.03	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (provisional)	34.8%	25.6%	Close to average
2023/24 (final)	31.8%	25.8%	Close to average
2022/23 (final)	35.0%	25.2%	Above

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (provisional)	40.7	34.9	Above
2023/24 (final)	38.0	34.6	Close to average

Year	This school	National average	Compared with national average
2022/23 (final)	36.9	35.0	Close to average

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	0.12	-0.57	Above
2022/23 (final)	0.07	-0.57	Above

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (provisional)	34.8%	52.8%	-18.0 pp
2023/24 (final)	31.8%	53.1%	-21.3 pp
2022/23 (final)	35.0%	52.4%	-17.4 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (provisional)	40.7	50.3	-9.6
2023/24 (final)	38.0	50.0	-12.0
2022/23 (final)	36.9	50.3	-13.5

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	0.12	0.16	-0.04
2022/23 (final)	0.07	0.17	-0.09

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers (provisional)	88%	91%	Average
2022 leavers (revised)	95%	93%	Average
2021 leavers (revised)	91%	94%	Not available

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (1 term)	6.2%	7.7%	Below
2023/24 (3 term)	7.4%	8.9%	Below
2022/23 (3 term)	6.8%	9.0%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (1 term)	19.2%	21.1%	Close to average
2023/24 (3 term)	24.0%	25.6%	Close to average
2022/23 (3 term)	19.3%	26.5%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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