

Headlands School and Community Science College

Seweby Road, Bridlington, YO16 6UR

Inspection dates 13–14 November 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
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

- Achievement requires improvement because not enough students make good progress. The attainment and progress of different groups of students and achievement across different subjects are inconsistent.
- The quality of teaching is also too variable. Not enough use is made of information about where students are at in their learning to ensure that work is appropriately challenging for all, or to close gaps between different groups.
- Students are not always given detailed enough guidance on how to improve their work or opportunities to act upon the comments that they are given.
- Students' learning is sometimes too passive and therefore behaviour and safety overall require improvement.
- Attendance is below the national average.
- The contributions made by teachers and leaders to ensuring that students achieve well are not equally effective.
- Some of the analysis of evidence about how well the school is improving focuses more on successes than on those areas that need further improvement.
- The curriculum has not always met the needs of all students equally well and the changes made to tackle this are very recent.
- The effectiveness of the sixth form also requires improvement because most of the above points apply to it too.

The school has the following strengths

- Students' attainment and progress are improving over time, and some gaps between different groups are narrowing.
- Some teaching within the school is good and is ensuring that students learn well.
- Most students are keen to learn. Many make a very positive contribution to the life of the school and to supporting other students.
- Students are well cared for and they feel safe.
- The new headteacher is taking steps to improve the school with a strong sense of urgency. Some other leaders are following this lead. The school is becoming more effective.
- Expectations of what students should achieve have been raised and staff are being held to account for their impact more rigorously.
- There is a high level of expertise within the governing body.

Information about this inspection

- The school was holding an 'Alternative Curriculum' day during the first day of the inspection when all students were participating in a range of activities related to careers education and guidance. These activities were observed. A scrutiny of students' work to judge the impact of teaching on students' progress over time was also undertaken. Inspectors observed 29 lessons on the second day of the inspection, some lessons jointly with the headteacher. A range of other aspects of the school's work were also observed.
- Inspectors had meetings with groups of students and school leaders. They also had conversations with others, including with members of the governing body and a representative from the local authority.
- Inspectors took account of the views of the 37 parents who made their views known online at Parent View and of those who made their views known directly to the team, alongside other evidence provided by the school about parents' views. Fifty five questionnaires returned by staff were also considered.
- Documents were scrutinised, including information relating to students' progress and attendance, safeguarding, performance management, monitoring and evaluation records and minutes of governing body meetings.

Inspection team

Joan McKenna, Lead inspector

Additional Inspector

Kevin Broadfoot

Additional Inspector

Peter Bailey

Additional Inspector

Alison Thomson

Additional Inspector

Judith Gooding

Additional Inspector

Full report

Information about this school

- This school is larger than the average-sized secondary school with a sixth form. The sixth form, together with the sixth form of another local high school, makes up The Shores Consortium.
- The very large majority of students are of White British heritage.
- The proportion of students with special educational needs who are supported at school action is a little above average. The proportion supported at school action plus or with a statement of special educational need is below average.
- The proportion of students known to be eligible for the pupil premium is broadly average. Pupil premium funding supports those who are known to be eligible for free school meals, those in the care of a local authority and those whose families are in the military forces.
- The alternative providers used by the college are Hornsea Pupil Referral Unit; Local Authority Alternative Provision (LAAPS); East Coast Enterprise; East Riding College Bridlington; and Bishop Burton College.
- The school meets the government's current floor standard, which sets out the minimum expectations for students' attainment and progress.
- A new headteacher joined the school in June 2013.

What does the school need to do to improve further?

- Improve the quality of teaching so that students' achievement becomes consistently good for all groups of students and across all subjects by:
 - ensuring that teachers use information about where students are at in learning when planning and teaching lessons to make sure that work and approaches are appropriately challenging for all
 - taking additional action with individuals or groups in lessons where necessary in order to close any gaps in attainment that exist
 - improving the quality of guidance students receive on how to improve their work and ensuring that they have opportunities to respond to it
 - providing students with more opportunities to develop the range of skills necessary to ensure that attitudes to learning are consistently good
 - tackling the areas identified as requiring improvement for individual teachers so that teaching becomes consistently good or better.
- Improve attendance so it is at least in line with the national average by:
 - implementing the strategies that have been identified to raise attendance
 - taking additional action to narrow the gaps in attendance between different groups, especially for those who are eligible for pupil premium funding
 - evaluating the impact of actions and refining further ones as necessary.
- Improve the effectiveness of leadership and management by:
 - ensuring that all senior and middle leaders have a comprehensive, accurate and strategic overview of what monitoring is saying about the effectiveness of their areas of responsibility and the rate at which they are improving
 - ensuring that all leaders and staff have a consistently effective impact on accelerating students' progress and are held fully accountable for the extent to which they are doing so
 - implementing the planned curriculum changes and checking that they are having the intended impact on improving students' achievement.

Inspection judgements

The achievement of pupils

requires improvement

- The attainment on entry to the school of the students who left Year 11 in 2013 was broadly in line with the national average. The proportion that gained five or more GCSEs with good grades, including in English and mathematics, was also broadly average. This shows that their achievement was not good because not enough made better than expected progress.
- There was considerable variation between the results for different groups of students and across subjects. This also shows that progress requires improvement in order to become consistently good.
- This inconsistency is reflected in the attainment and rates of progress across other year groups as seen in students' learning in lessons, work in books and assessments made about their achievement.
- There is a trend of improvement, however, with a recent acceleration in its pace.
- Pupil premium and catch-up funding are used strategically to target specific students as appropriate and to promote equality of opportunity. This is successful in some areas as seen by the fact that some gaps between different groups of students are narrowing. For example, for students who were eligible for pupil premium funding, gaps in the 2013 examination results between them and those not eligible narrowed to the equivalent of half a GCSE grade in mathematics and two-thirds of a grade in English. There was some narrowing of gaps for students with different starting points, such as those of average ability who made more progress in English than previously. Nevertheless, to varying degrees, gaps still remain in relation to groups according to gender, ability, including the more able, eligibility to pupil premium funding and for those with special educational needs.
- Achievement in mathematics is in line with expectations and it has improved to become so overall in English. Achievement in science, which in the past has been inadequate, has also improved. There is an ongoing picture of improvement in these three subjects. The extent to which students' literacy and numeracy skills are being developed in other subjects is variable.
- The school's policy for entering students for examinations early has been reviewed. It is only used where it is regarded as being of potential benefit to the students concerned and any student whose result does not represent good progress resits the examination.
- A small and decreasing number of students participate in alternative provision off-site. In 2013, where such provision led to possible accreditation, students were successful in gaining this.
- Sixth form students' achievement also requires improvement to become good. Students enter with broadly average attainment and leave with broadly average attainment overall and there are differences in students' performance across subjects.

The quality of teaching

requires improvement

- Teaching, including in the sixth form, requires improvement, because although some is good and results in students learning well, not enough is of this quality and so it does not promote good progress over time.
- The main shortcoming is that teachers do not always ensure that work is well matched to students' different needs and starting points. At the most extreme, all students are given identical work despite being at different levels or having different targets. Sometimes work with different levels of difficulty is planned for, but the levels of challenge are not pitched right for all individuals. This affects students across the ability range, including the more able.
- Another weakness is that although teachers have information about individual students, such as whether they are eligible for pupil premium funding or have any special educational or additional needs, teachers do not often take this into account to personalise work or approaches for them in order to accelerate their progress specifically or to close gaps with others.
- Some other features are evident in lessons that require improvement. These include unclear

explanations or instructions, resources not organised well enough, the pace of learning being too slow and teachers not checking students' understanding closely enough. There are not always enough opportunities for students to be actively engaged in lessons.

- The marking of students' work is inconsistent. While some is very detailed, too much contains insufficient feedback on how well they are doing or how to do better. There is relatively little evidence of students being given opportunities to explicitly respond to any comments that are made.
- There is some good and better teaching within the school. Some planning of lessons shows a high level of attention to detail about individuals' needs and how their learning will be promoted. This translates into lessons where well-planned tasks and strategies, accompanied by excellent subject knowledge, engagingly presented, and personalised input and feedback result in good gains being made in students' knowledge and understanding.
- Positive relationships between teachers and students are evident in most classrooms.
- Teaching assistants are often deployed well and provide helpful support to small groups of students and to individuals.

The behaviour and safety of pupils

requires improvement

- Students' attendance is below the national average, despite an improving trend. There are some differences in the attendance of different groups of students. For example, absence is higher for those eligible for pupil premium funding and for some groups with special educational needs than it is for other students. Persistent absence has reduced, however.
- Most students are willing to learn and do as they are asked in lessons. They are not always provided with opportunities to develop and demonstrate skills to help their learning, such as being able to show initiative or to exercise independence, however, and this has a negative effect on attitudes to learning in some lessons. When they are given such opportunities, attitudes to learning are more positive.
- Most students behave appropriately around school and in lessons and most understand and follow the school's code of conduct. A small minority do not. Fixed-term exclusions are above average, but are reducing.
- Students are positive about school and value the range of activities made available for them. They feel that teachers are friendly and fair.
- Students say they feel safe in school and that there is little bullying of any kind. This is endorsed by parents' views. The school takes steps to help students keep safe, such as when using the internet.
- Peer mentors from Year 10, 11 and the sixth form play a valuable part in supporting other students. The peer mentoring lunchtime drop-in centre provides a very positive environment and shows excellent relationships between the adults, peer mentors and other students involved.
- Sixth form students make other helpful contributions to school life and to other students such as when 'young leaders' support younger students in lessons.
- Students at all ages get positive guidance to assist them in making decisions about their future options and careers, as seen by the wide range of activities provided in the alternative curriculum day during the inspection.

The leadership and management

requires improvement

- The fact that the school's provision is not good enough to ensure that students achieve well shows that leadership and management require improvement to become fully effective. Not all leaders are making an equally effective contribution.
- The new headteacher, however, is leading the drive to improve the school with determination, focus and energy. She has quickly identified what needs to be better and has revised systems and structures within the school to make them more rigorous. Expectations of what everyone

should achieve have been raised and many actions are being taken to promote this. It is too early for these to have had full impact although there are some early signs that they are beginning to make a difference. Some other leaders are working effectively to promote the vision.

- Students' attainment and progress are tracked thoroughly and the resulting data are presented clearly and accurately. The evaluation of the data is not comprehensive, however, and tends to emphasise where there have been improvements more than where there have not. This is leading to some over-positive judgements being made about the rate of improvement.
- A wide range of activities take place to monitor the quality of provision. There is some insightful evaluation of the findings, but not enough is equally rigorous. As a result, not all leaders have a comprehensive, accurate and strategic overview of the effectiveness of their areas and the rate at which they are improving.
- Robust action to improve teaching is underway with focused support provided for teachers whose practice requires improvement. Alongside this is a wider range of strategies to develop best practice.
- The accountability of both teachers and leaders has been sharpened, including through more rigorous line management arrangements and appraisal being closely linked to performance.
- Some decisions made about the curriculum in the past have had a detrimental impact on students' outcomes, such as in science. A thorough review is now underway to ensure that provision meets all students' needs and promotes greater success. Some of the changes made are at early stages such as in relation to developing students' literacy and numeracy skills through all subjects. Students' spiritual, moral, social and cultural development is promoted in a variety of ways, such as when students learnt about moral and cultural issues in music lessons.
- Keeping students safe is given a high priority and arrangements for doing so meet statutory requirements.
- The local authority has provided the support and monitoring it designates as appropriate for a school that was judged to be satisfactory at its last inspection. It has also provided additional support that has been helpful, such as to improve the effectiveness of science. It has brokered support from an experienced headteacher for the new headteacher.
- **The governance of the school:**
 - Within the governing body there is a high level of knowledge and understanding of education and school improvement. This expertise has been used to help develop the knowledge of the governing body as a whole and to assist senior leaders. The governing body has a good knowledge of the school, including in relation to the quality of teaching, its links to pay progression and of the use and impact of funding to support students eligible for the pupil premium. It reflects upon its own effectiveness and has drawn up an action plan to guide action to promote this further.

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

Unique reference number	118085
Local authority	East Riding of Yorkshire
Inspection number	425878

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

Type of school	Secondary
School category	Community
Age range of pupils	11–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	1,048
Of which, number on roll in sixth form	150
Appropriate authority	The governing body
Chair	Ken Johnston
Headteacher	Sarah Bone
Date of previous school inspection	17 October 2011
Telephone number	01262 676198
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