

Headlands School

Sewerby Road, Bridlington, Yorkshire YO16 6UR

Inspection dates

9–10 December 2015

Overall effectiveness

Requires improvement

Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Requires improvement
16–19 study programmes	Requires improvement
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a school that requires improvement

- Over time, pupils have not made enough progress in a range of subjects including English and mathematics and especially science. Not enough disadvantaged pupils are making the progress expected of them.
- Teaching requires improvement. Work set does not challenge pupils well enough for them to make good progress, especially the most-able pupils.
- The poor attendance of disadvantaged pupils indicates that attitudes to learning are not good. As a result, behaviour requires improvement.
- Over time, subject leaders have not checked the quality of teaching well enough to make sure pupils' outcomes are good.
- In the sixth form, the quality of teaching and leadership is not consistently good enough to ensure learners make strong progress. Hence, the sixth form requires improvement.
- Leaders and managers actions have not yet ensured that pupils' outcomes and the quality of teaching are good across the school.

The school has the following strengths

- Pupils' personal development and welfare are good. They treat each other and adults with respect and consideration. Sixth-form learners make a good contribution to the life of the school.
- There is clear improvement in the achievement of current pupils, particularly in English and mathematics.
- Senior leaders provide a wide range of training and coaching for teachers and subject leaders. This is supporting school improvement well.
- Pupils say they are safe in school. Pupils, including the most vulnerable, are well cared for.
- Systems to check pupils' achievement are more rigorous than in the past. Staff have a more accurate picture of those who are falling behind and need extra help.
- The headteacher and governors are ambitious for pupils. They have taken decisive action to improve teaching and subject leadership. Their work has strengthened the school's capacity for further improvement.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good across a range of subjects, especially science, in order to ensure good progress for all groups of pupils by:
 - raising expectations of what pupils can achieve by setting challenging work, particularly for the most-able pupils
 - providing incisive subject feedback that challenges pupils to do better than at present
 - making sure pupils provide detailed, well-thought-out responses to feedback to improve their progress
 - skilfully questioning and challenging pupils to think deeply about what they are learning
 - increasing opportunities for pupils to apply their mathematical skills in a range of subjects.

- Improve the effectiveness of the sixth form by ensuring that:
 - leaders rigorously check teaching to ensure it is at least consistently good, particularly in academic subjects
 - teaching supports and challenges pupils so they make strong progress
 - a greater proportion of pupils continue their studies into Year 13 to full completion.

- Improve the impact of leaders, managers and governors by making sure that:
 - subject leadership is consistently good and improves teaching and pupil outcomes so that both are good
 - all subject leaders clearly link the quality of teaching to pupils' outcomes and take effective action to address any shortcomings
 - the attendance of disadvantaged pupils improves quickly to increase the progress they are making and improve overall attitudes to learning
 - the curriculum, across all subject areas, is checked thoroughly to ensure that it meets the needs of all pupils and supports good outcomes for all groups of pupils.

Inspection judgements

Effectiveness of leadership and management requires improvement

- In the past year, there have been many changes to subject leadership, with some being very recent. Subject leaders are clear about the main priorities for the school and fully support the headteacher's drive for improvement, as do other staff, and morale is high in the school. There is skilled subject leadership, for example in English and mathematics, but it is not consistently good enough across all subjects to make teaching and pupil outcomes good.
- Systems to check pupils' progress have improved and are more accurate. Pupils who are falling behind are clearly identified and supported effectively to improve their progress. The support provided for disadvantaged pupils through pupil premium funding is checked regularly and allocated to individual support for these pupils. Over time, support for these pupils has not been good as their progress has been slow. The school has adjusted its work with this group of pupils and is now using the pupil premium funding effectively to strengthen pupils' progress. However, leaders' work to make sure these pupils attend well needs further development.
- Over time, the curriculum has not ensured good literacy and mathematical skills for all groups of pupils. The relatively recent introduction of precise schemes of learning is helping senior leaders and subject leaders to check the quality of the curriculum. The impact of this work has yet to be fully assessed across all year groups in terms of pupils' gains in knowledge, skills and understanding across all subjects.
- Improved systems to check the performance of teachers are rigorous and link closely to pupils' achievement. Teachers and subject leaders are appropriately supported and challenged should their performance fall short of what is required. Training needs for staff are supported well by senior leaders, with judicious support from other schools. As a result of this training and support, teaching is improving.
- Although improving, further work is required by leaders and managers to ensure that teaching and learning are consistently good and lead to good pupil outcomes. The headteacher and governors have an unwavering commitment to improving these aspects of the school.
- A well-organised programme of careers education supports pupils well in making appropriate choices for employment, training and continuing education. There is a wide range of extra-curricular activities that are well attended and support pupils' good personal development and well-being. There are good sporting opportunities, charitable work and opportunities for pupils to learn about tolerance, respect and dignity, along with their democratic rights. There are good opportunities for pupils to develop their spiritual, moral, social and cultural understanding.
- Leaders check the behaviour, welfare and progress of pupils who attend the school's off-site behaviour unit. Governors have visited the off-site provision to check the quality of work and pupils' welfare.
- Since the previous inspection, the local authority has brokered effective support from a good school to provide an external check on various aspects of the school's work and to support leadership in its drive for improvement. There has been very effective support from a national leader of education and his academy trust. The support has been used to improve the quality of teaching and learning in English and mathematics, the fastest developing departments in the school. Also, a structured approach to strengthening behaviour has been adopted, and pupils recognise that it has had a positive effect.
- **The governance of the school**
 - The governing body is a knowledgeable, dedicated team which is challenging school leaders well. As a result of governors' efforts, the school is improving and has the capacity to continue to improve. They have supported the headteacher in appointing many new subject leaders and teachers to improve pupils' education. They compare the school's performance data against national measures and offer challenge and support to ensure that the school is improving. They hold subject leaders to account for their work through regular meetings and hearing presentations from heads of departments.
 - The governing body checks the finances of the school expertly and has a clear understanding of how teachers' performance links to pay. They also know, in detail, what is done to tackle underperformance among staff. Governors know that teaching is improving as they visit the school to see its work in action. Governors know how well the additional government funding to support disadvantaged pupils is used and are fully aware of the impact of this funding on these pupils' achievement. They commissioned a review of the pupil premium to support the improvements the school has recently been making in its provision for these pupils. The governing body deals very effectively with its statutory responsibilities.

- The arrangements for safeguarding are effective and meet statutory requirements. Staff are appropriately trained and vigilant. Leaders work with parents and other agencies in the local authority to make sure vulnerable pupils are well cared for and supported. There is a nominated governor who checks the effectiveness of procedures.

Quality of teaching, learning and assessment requires improvement

- While the quality of teaching has improved, over time, it is not consistently good across subjects and within subjects. Actions taken by senior leaders and governors have eradicated inadequate teaching that previously led to groups of pupils underachieving.
- Work set is not challenging pupils regularly enough to make sure they are making good progress, particularly the most-able pupils. There are examples of challenging work that help pupils make strong progress but this is not consistent across subjects. As a result, pupils' progress requires improvement to assist the most-able pupils to reach the highest standards.
- An analysis of pupils' books showed that marking is regular and follows the school policy. However, feedback from marking is not consistently sharp and subject related. Expectations of the quality of pupil response are variable and this leads to inconsistent progress being made by pupils. There are good examples of feedback and detailed pupil responses that help them make good progress, particularly in mathematics and English.
- Inspectors saw examples of skilful questioning, especially in physical education, which gave time for pupils to provide extended answers that deepened the understanding of others. Occasionally, questioning lacks skill and does not test how much pupils have learned or strengthen the learning of others. This can result in progress slowing for some pupils.
- The school focuses well on the development of accurate spelling, the use of subject vocabulary to communicate effectively, reading, writing and presentation. There are good opportunities for pupils to write at length in a range of subjects. The application of pupils' mathematical skills across related subjects is less well developed than their literacy skills.
- Teachers plan interesting work that captures pupils' interests and there are high expectations of behaviour. Throughout the school, praise is used consistently well to recognise pupils' good work. As a consequence, pupils are keen to learn. Good relationships between adults and pupils feature strongly in lessons.

Personal development, behaviour and welfare requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils say they are safe in school and are well looked after. Pupils know how to keep themselves safe and are clear about internet safety. Parents are unreservedly positive about pupils' safety. There are good procedures to ensure the safety and welfare of the most vulnerable pupils, with good links to external agencies to support these pupils.
- Pupils develop a clear understanding of tolerance and respect for others through form time, assemblies and the subjects they study. There are good opportunities for them to engage in the work of the school council. Pupils told inspectors that they are confident that adults listen to their opinions and respond positively.
- Pupils enjoy the responsibilities given to them. Peer mentors are proud of the work they do to help other pupils resolve any problems. Sixth-form learners make a good contribution to the school and support the learning of younger pupils in lessons and in tutorial sessions.
- Pupils are very clear about what constitutes all forms of bullying. They say that should it occur, they have confidence that staff will deal with it quickly. School records show that bullying is rare.
- The school ensures that the very small number of pupils at off-site provision are kept safe and have opportunities to develop their personal skills appropriately.

- Arrangements for careers education and guidance are effective. The school uses its links with local and regional employers to help pupils make appropriate option choices and to further their careers. All of the pupils leaving school in 2015, including those in off-site provision, continued in education or progressed to training or employment.

Behaviour

- The behaviour of pupils requires improvement.
- Pupils' overall attendance is below average because too many disadvantaged pupils are absent from school and from the off-site unit. Behaviour requires improvement as attitudes to learning are not good for this group of pupils. There are good systems to check on the safety of absentees.
- Staff have not been successful enough in working with parents to improve the attendance of pupils who are frequently absent from school. Those pupils who are frequently absent are not benefiting from the improvements being made in school.
- Pupils told inspectors that behaviour has improved because the new behaviour system is applied consistently by all staff. They said they were clear about how they are expected to behave and enjoyed the praise and 'reward stamps' they get for good work and contributions in class. They said that the 'positive discipline' sessions where form tutors regularly check and discuss behaviour with pupils have helped to improve behaviour.
- Inspectors found that pupils' behaviour in class is positive. Pupils cooperate well with each other and are keen to help each other with their work in class. Very occasionally, pupils can lose focus on their work when the quality of teaching is not good and the work doesn't interest them. On these occasions, they do not disturb others but do not learn sufficiently well to make good progress.
- Pupils take a pride in their work and present it neatly. They are proud of their school and wear their uniform well. Pupils' conduct around school is good. They enjoy each other's company at break- and lunchtimes as well as moving quickly and safely between lessons.

Outcomes for pupils

require improvement

- Variations in the quality of teaching, over time, have led to pupil outcomes requiring improvement across the school, including in the sixth form. The quality of subject leadership has not been good enough to make sure pupils have made good progress.
- Disadvantaged pupils make less progress than other pupils in school and others nationally. The quality of teaching has not been good enough to help these pupils make good progress over time. Too much absenteeism is preventing disadvantaged pupils making strong gains in their learning.
- The most-able pupils are not challenged well enough by the work set for them. As a result, they make less progress than similar pupils in other schools and not enough reach the highest grades at GCSE.
- In 2014, those pupils leaving the school at the end of Year 11 made too little progress in many subjects, including mathematics and English. This spurred leaders and governors into making many changes to staffing, including subject leadership. They also sharpened school systems to identify more accurately pupils who are falling behind.
- The efforts of senior leaders and governors paid dividends in 2015 as pupils' progress improved, particularly in English and mathematics. Although improved, progress remained inconsistent across subjects and required further improvement. Progress for disadvantaged pupils improved because of better support for their learning. However, gaps in attainment between disadvantaged pupils and others did not close quickly and, although closing across the school, remained too wide at the end of Year 11.
- An analysis of current pupils' work across the school showed that pupils are now progressing well in English and mathematics and in some other subjects because teaching and leadership have improved. However, more has to be done to make sure that pupils' progress improves in science and the humanities subjects.

There are too few pupils with disabilities and with special educational needs to make meaningful comparisons between their progress and the progress of other pupils in school. Leadership identifies the individual needs of these pupils well and ensures that there is effective support for their learning in mainstream classes and in small-group work.

- Year 7 catch-up funding (government funding for those entering secondary school with below-average standards in English and mathematics) is used effectively to support the progress of the small number of eligible pupils. Inspectors noted that these pupils have extra time to study English and mathematics, which is helping them make similar progress to others in school.
- The progress of the very few pupils attending the off-site provision requires improvement. They are not challenged well enough to make good progress.
- Reading is promoted well by the school. Time is set aside for pupils to read in form time and 'positive discipline' sessions. Computer technology is used to develop pupils' understanding of what they are reading. The school checks reading carefully and inspectors found that pupils enjoy reading.

16–19 study programmes

require improvement

- Overall, progress in the sixth form requires improvement. Learners' progress on academic courses is as expected and is not strong enough to be good. In vocational courses, learners' progress improved in 2015 and is above average. Learners' progress on academic courses is variable and as a result, the sixth form requires improvement.
- Senior leaders and subject leaders have not checked learners' progress well to ensure that they make strong progress. The new sixth-form leadership team has strengthened the checking of learners' progress and is providing additional mentoring support for those who are not doing as well as expected. However, it is too early to assess the impact of these changes on learners' outcomes.
- Teaching in the sixth form is variable and requires improvement. Learners are challenged with the work set on vocational courses but not challenged well enough on academic courses. There are examples of academic courses where learners make good progress, such as English, mathematics and to some extent in physics.
- Disadvantaged learners are well supported and make at least the same progress as other learners, with some making better progress. There are too few learners with disabilities or with special educational needs to make valid comparisons between their progress and the progress of others.
- The school's entry policy to the sixth form requires learners to have achieved GCSE grade C or above in both English and mathematics. The few learners who do continue into the sixth form without these GCSE grades follow appropriate courses and achieve well.
- Careers guidance ensures that all learners move on to appropriate training and employment or continue their studies at further and higher education institutions, some at prestigious universities. Learners have wide-ranging opportunities to contribute to school life through mentoring younger learners, as well as taking a lead in school productions and other activities.
- Leaders are ambitious for learners and work in partnership to offer a good range of academic and vocational courses. Learners' retention on courses is improving because of the care and attention leadership is giving to provide appropriate study programmes for each individual, but current rates are still below average.
- Good links with industry, business and commerce ensure that all learners take part in work experience in Year 12. This, along with opportunities for them to participate in sport and a wide range of enrichment activities, contributes well to their good personal development. Learners have a good understanding of how to stay safe and the values inherent in being a good citizen. Learners are well cared for and enjoy their studies, which is reflected in their high rates of attendance.

School details

Unique reference number	118085
Local authority	East Riding of Yorkshire
Inspection number	10002130

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

Type of school	Secondary comprehensive
School category	Community
Age range of pupils	11—18
Gender of pupils	Mixed
Gender of pupils in 16–19 study programmes	Mixed
Number of pupils on the school roll	929
Of which, number on roll in 16–19 study programmes	109
Appropriate authority	The governing body
Chair	Andrew Hirst
Headteacher	Sarah Bone
Telephone number	01262 676198
Website	www.headlandsschool.co.uk
Email address	admin@headlandsschool.co.uk
Date of previous inspection	13 November 2013

Information about this school

- The school is an average-sized secondary school with a sixth form.
- The proportion of pupils known to be eligible for the pupil premium is above average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those children that are looked after by the local authority.
- Almost all pupils are White British. The vast majority of pupils speak English as their first language.
- The proportions of pupils with disabilities and those who have special educational needs is well below average.
- There are 11 pupils who are educated full time at an off-site behaviour unit managed by the school. School staff and staff from a company, ActivFirst, teach these pupils.
- The academy holds the Princess Diana award and a Schools Games Gold award.
- The school meets the government's current floor standards, which are the minimum expectation for pupils' attainment and progress in English and mathematics by the end of Year 11.
- The school meets the interim Key Stage 5 minimum standards, which are the minimum expectations for pupils' attainment in sixth-form colleges by the end of Year 13.
- The sixth form is part of The Shores Consortium, an arrangement with Bridlington School.
- Since the previous inspection, there have been significant changes to teaching staff and subject leaders.
- The school is working closely with Fulford School, York to support external analysis of the school.
- The school receives support from staff at The Ruth Gorse Academy, Leeds, and its executive principal, a national leader of education. They have provided support to improve teaching and leadership in English and mathematics. The executive principal has provided leadership support for the headteacher.

Information about this inspection

- Inspectors observed a range of teaching and learning in parts of lessons. One observation was undertaken jointly with the headteacher.
- Inspectors spoke with a group of pupils about their learning in lessons and their safety in the school. They also listened to some pupils reading.
- Inspectors held meetings with the Chair of the Governing Body and three other members of the governing body. They also held meetings with senior leaders, the headteacher and a representative of the local authority. Meetings were held with school staff, including middle leaders.
- Inspectors looked at the school's review of its own performance, its development and improvement plan, school policies and the minutes of governing body meetings. They also considered a range of documentation in relation to child protection, safeguarding, behaviour and attendance.
- Inspectors reviewed pupils' work in lessons and analysed samples of pupils' work.
- Inspectors evaluated 57 responses to the online questionnaire, Parent View. They also analysed a parent survey from the school. There were no responses to the online pupil questionnaire.
- The inspector analysed 41 questionnaires completed by staff.

Inspection team

James McGrath, lead inspector	Ofsted Inspector
Jennifer Cave	Ofsted Inspector
Jeremy Haigh	Ofsted Inspector
Paul Welford	Ofsted Inspector

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