

Inspection of a good school: Lindhead School

Limestone Road, Burniston, Scarborough, North Yorkshire YO13 0DG

Inspection dates:

5 and 6 July 2022

Outcome

Lindhead School continues to be a good school.

What is it like to attend this school?

Leaders have created a warm and welcoming ethos. Pupils and staff feel they are valued members of the school community. Pupils say that staff look after them well and listen if they have any concerns. Pupils are happy and feel safe. Pupils work hard and say they find their lessons interesting. For example, older pupils say problems working out income tax were challenging but interesting and rewarding. Reception pupils enjoy learning indoors and outdoors. For example, some enjoyed practising reading outside.

Pupils have good manners and are respectful of staff and each other. They consider the views and beliefs of others. Pupils talk about the Lindhead 'Beethos'. These values underpin the personal, social, health and citizenship programme. Pupils talk about ProudBee and ReponsaBee. Along with other Beethos elements, these develop pupils' personal skills well.

Leaders have high expectations of pupils and want them to achieve their best in all subjects. They provide different experiences through the curriculum that help pupils develop an understanding of the world beyond the local area. Leaders know where more work is needed to further develop the curriculum. Older pupils understand the protected characteristics. Bullying is rare but pupils know that if it happens, they can ask staff for help. Pupils say that adults support them well with their learning. There is a wide range of curriculum enhancement opportunities. For example, learning to play instruments and sporting activities. All are valued by pupils.

What does the school do well and what does it need to do better?

Leaders have thought carefully about what they want for pupils when designing the curriculum. Leaders are passionate about the curriculum that they have designed. They have systematically reviewed and refined the curriculum, starting with mathematics and reading. There is a clear programme for reviewing every subject. Leaders know they need to further refine the learning sequence in some subjects such as art. The curriculum builds curiosity and engages pupils' interest and enthusiasm. Subject leaders are

knowledgeable about their subjects. They check pupils' learning to identify areas for improvement and for gaps in pupils' knowledge. Pupils can recall some knowledge, for example about artists and designers. They are not always able to link prior learning with current learning.

Reading is a high priority. Pupils enjoy reading a wide range of books and can name favourite authors. Leaders have ensured that the phonics programme is planned and implemented across the school. Children begin learning phonics as soon as they start in Reception. Leaders ensure that pupils who find reading difficult get extra help to catch up. Pupils read books that match the sounds that they know. Staff are mostly well trained to deliver the programme. A small number of staff are not trained to help pupils apply their phonic knowledge when they read to an adult. Regular assessments help teachers to identify pupils who need extra help in phonics.

In most subjects, such as mathematics and history, teachers sequence work in a logical way. Teachers remind pupils of their past learning so that pupils remember essential ideas. For example, pupils explained that work on problem solving helped them to tackle difficult test questions. In art, pupils learn the names and techniques used by artists. This starts with children in Reception exploring colours when painting and colour mixing. Pupils get better at drawing as they move through school, leading to some work of a high standard.

Provision for pupils with special educational needs and/or, disabilities (SEND) is effective. Leaders make sure that these pupils' needs are identified. In lessons, adults provide well thought out support to help pupils with SEND to fully access the full curriculum.

Pupils behave well in classes and around the school. Most pupils attend school regularly. Since the pandemic there has been an increase in the proportion of pupils who are regularly absent. This adversely affects these pupils' progress. Staff promote pupils' wider development well. Pupils have a strong understanding of respect and acceptance of others. A wide range of extra-curricular opportunities meet the different interests of pupils.

Staff feel well supported by the senior leadership team. Subject leaders appreciate the training and time to work on leading their subjects. Leaders are considerate of staff's workload. Staff welcome this and are positive about their experience of working at the school. Leaders, including those responsible for governance, have a detailed and accurate view of the school. They understand the school's values, ethos and priorities for development.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding. All required checks are carried out when recruiting new staff. Training and induction records have recently been updated to ensure

that all staff have regular relevant training on prevent and safeguarding. Training ensures that staff know what to do if they have concerns. Leaders know pupils and their families well. Staff engage appropriately with outside agencies to provide help and support for pupils when needed. Lessons help them learn how to stay safe when online. Pupils are articulate in explaining how to respond to any concerns around bullying or name calling. They learn how to stay safe. For example, pupils learn about water safety, given the area's coastal location. This ensures they know how to stay safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's curriculum is not yet sufficiently well planned and sequenced in some subjects. This makes it harder for pupils to remember long term what they have been taught. However, it is clear from leaders' actions that they are in the process of bringing this about. Leaders need to complete the process of reviewing the curriculum in all subjects within their identified timescale. For this reason, the transition arrangements have been applied
- A small number of staff have not been trained effectively in how to ensure that pupils apply their phonic knowledge when reading with an adult. Leaders should ensure that all staff are trained in how to support pupils to use and apply their developing phonic knowledge when reading.
- The proportion of pupils who are persistently absent has increased. Leaders should ensure that all pupils are encouraged to attend regularly.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged Lindhead School to be good in March 2013.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	121362
Local authority	North Yorkshire
Inspection number	10226909
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	221
Appropriate authority	The governing body
Chair of governing body	Clare Mensah
Headteacher	Simon England
Website	www.lindheadschoo.co.uk
Date of previous inspection	7 March 2017, under section 8 of the Education Act 2005

Information about this school

- This is an average sized primary school.
- The school does not use any alternative providers.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector met with senior leaders and some teaching staff. The inspector met with three members of the governing body and had a telephone call with the chair of governors. The inspector also met with a North Yorkshire county council education adviser.
- The inspector carried out deep dives in these subjects: early reading, mathematics and art. For each deep dive, the inspector met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- The inspector looked at curriculum plans for design and technology, history and geography.
- The inspector scrutinised a range of documents, including safeguarding records and leaders' evaluation of the school and priorities for school improvement.

Inspection team

Amraz Ali, lead inspector

Ofsted Inspector

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