

# Headlands School and Community Science College

## Inspection report

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|--------------------------------|--------------------------|
| <b>Unique Reference Number</b> | 118085                   |
| <b>Local Authority</b>         | East Riding of Yorkshire |
| <b>Inspection number</b>       | 335387                   |
| <b>Inspection dates</b>        | 14–15 October 2009       |
| <b>Reporting inspector</b>     | Cathryn Kirby HMI        |

This inspection of the school was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

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| <b>Type of school</b>                      | Secondary  |
| <b>School category</b>                     | Community  |
| <b>Age range of pupils</b>                 | 11–18  |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 1,243  |
| Of which, number on roll in the sixth form | 138  |
| <b>Appropriate authority</b>               | The governing body   |
| <b>Chair</b>                               | Ann Reeve  |
| <b>Headteacher</b>                         | Scott Ratheram   |
| <b>Date of previous school inspection</b>  | February 2008  |
| <b>School address</b>                      | Sewerby Road<br>Bridlington<br>YO16 6UR  |
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|---------------------------|--------------------|
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| <b>Inspection date(s)</b> | 14–15 October 2009 |
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## Introduction

This inspection was carried out at no notice by three of Her Majesty's Inspectors and three additional inspectors. The inspectors visited 31 lessons, held meetings with the acting headteacher, the executive headteacher, governors, staff and groups of students. They also met at the school site with the Director of Children's Services for the East Riding of Yorkshire and the Local Authority Designated Officer for safeguarding. They observed the school's work and looked at a range of documents including the school's self evaluation and improvement plan, and scrutinised students' work. In addition, inspectors looked at completed returns of the parental questionnaire sent out by the chair of governors on behalf of the school's governing body.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the provisional examination results for all groups of students at the end of Key Stage 4 and for those in the sixth form
- the quality of teaching across all year groups, with particular focus on students' progress in lessons and the effectiveness of teachers' use of assessment to support learning
- the impact of provision on the outcomes for students' personal development, particularly in relation to their behaviour and safeguarding
- the capacity of the school's leadership to sustain the good improvements seen on the fourth monitoring visit in June 2009.

## Information about the school

Headlands School and Community Science College is a larger than average 11-18 community comprehensive school. The proportion of students with a statement of special educational need or with other learning needs and/or disabilities is slightly above average. The eligibility for free school meals is average. Very few students have English as an additional language or come from minority ethnic backgrounds. The school has specialist science status. In June 2009 it received a National Healthy Schools Award. In February 2008 the school was placed in special measures because it was failing to give students an acceptable standard of education.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**2**

## Main findings

In accordance with section 13(4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

Headlands School and Community Science College provides a satisfactory and improving standard of education for its students. The calm and welcoming atmosphere reflects a very different picture to that presented to inspectors at the first monitoring visit in July 2008. Staff and students are rightly proud of their collective achievements in making their school a better place.

Following the designation of special measures the local authority took swift action in securing very effective leadership and management arrangements for the school. Partnership with a higher performing school brought the necessary strategic vision. This has been instrumental in driving improvement. Actions set in place have addressed weaknesses. Since the last inspection behaviour and teaching quality have improved considerably; leaders and managers are effective in their roles; and standards are rising across the school. Clarity around roles and responsibilities, higher expectations from senior leaders and greater accountability have been crucial in achieving a significant cultural change.

The acting headteacher and other school leaders have demonstrated the capacity to sustain a good pace of improvement. Actions taken to improve classroom practice have ensured that students' achievement is now satisfactory. Improvement to provision continues at a good pace. Whilst frequent, consistently good classroom practice is not universal. A few teachers do not use learning resources well enough to stimulate interest and engage students productively. A minority of lessons are not planned to meet sufficiently the needs of all. Accurate self evaluation identifies remaining areas of weakness. Careful monitoring and evaluation ensures that actions taken to improve the school have the intended impact. The professional development of senior and middle leaders as a result of partnership arrangements and local authority interventions has equipped them with the necessary skills.

A wider variety of curriculum pathways demonstrates the firm intention of school leaders and governors to meet equally the needs and interests of all students. A considerable increase in Year 12 enrolments reflects the growing confidence of students and their parents. Adequate space for private study is now a limiting factor to further growth of sixth form provision. Science, despite a recently raised profile, does not make a whole-school contribution commensurate with its specialist status.

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Attendance is rising towards the national average, although the rate of persistent absence remains too high. Better outcomes linked to students' social and moral development are reflected in a stronger sense of community. The school is aware that more scope exists for developing students' understanding of cultural diversity in a national and global context. Staff know their students well and pastoral arrangements ensure they are well cared for. The inefficient use of tutor time represents a lost opportunity to support achievement and personal development.

The school takes students' well-being very seriously. Procedures for child protection are robust, reviewed regularly and meet all requirements. The arrangements for safeguarding students are strong features of the school's work. Those responsible for safeguarding are well supported by Children's Services.

Staff and governors demonstrate a collective commitment to meet the challenges that remain. The school firmly views the removal of special measures not as an end in itself, but as a point on a journey to excellence.

### **What does the school need to do to improve further?**

- Raise standards further and continue to accelerate progress by:
  - ensuring consistent application of the school's teaching and learning strategies so that students make good progress in all lessons
  - checking that high quality resources to support learning are available to all staff and are used well
  - building on recent developments in science to strengthen considerably the impact of specialist status across the school.
  
- Strengthen outcomes in other areas of provision by:
  - providing more opportunities for developing students' understanding of cultural diversity
  - making better use of tutorial time to support students' achievement and personal development
  - reducing the number of persistent absentees so that the improving attendance rate accelerates faster towards the national average.
  
- Increase the accommodation and learning resources available to support private study in line with the considerable expansion of the sixth form.

About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

### **Outcomes for individuals and groups of pupils**

**3**

Better teaching and more effective use of assessment combined with improved

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Please turn to the glossary for a description of the grades and inspection terms

behaviour and attitudes to learning have accelerated students' progress. Lesson plans encourage students to take responsibility for their own learning through individual tasks and group work. This approach develops their self confidence and sense of responsibility and prepares them well for the future. Most teachers use a range of strategies to ensure that students learn quickly and enjoy school. In a small number of lessons, teachers do not check well enough that pupils understand the work before moving on. A small minority of lessons are dull.

Outcomes for all groups of learners have improved. Provisional examination results for 2009 show the proportion of pupils gaining at least one qualification compares well to similar schools. The most able girls and boys made rapid gains and closed the gap with their peers nationally; the proportion of A and A\* grades awarded doubled. The broader curriculum better meets the needs of all students. Effective assessment and progress tracking is used well to review and modify provision. Provision for vulnerable students and those at risk of exclusion is successful in managing their needs and reintegrating them back into mainstream lessons.

Students are usually polite and respectful towards their teachers and one another. They value the opinions of their peers and generally listen well to others' contributions in lessons. The majority of students who shared their views with inspectors reported that they feel safe and enjoy school. This resonates well with the school's own evaluations of student feedback and the responses so far received in the governors' questionnaire to parents. A minority of students who were less positive commented negatively on the behaviour of others.

Students understand the importance of staying healthy and eating a balanced diet. In practice, relatively low numbers choose to eat schools meals even though the menu has been influenced through Student Voice. More enthusiasm is seen for the range of opportunities to take exercise.

*These are the grades for pupils' outcomes*

|  |          |
|--|----------|
| <b>Pupils' achievement and the extent to which they enjoy their learning</b>                             | <b>3</b> |
| Taking into account:   |          |
| Pupils' attainment <sup>1</sup>  | 4        |
| The quality of pupils' learning and their progress   | 3        |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 3        |
| <b>The extent to which pupils feel safe</b>  | <b>3</b> |
| <b>Pupils' behaviour</b>   | <b>3</b> |
| <b>The extent to which pupils adopt healthy lifestyles</b>   | <b>3</b> |
| <b>The extent to which pupils contribute to the school and wider community</b>                           | <b>3</b> |

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<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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|   |          |
|---|----------|
| <b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> | <b>3</b> |
| Taking into account:<br>Pupils' attendance <sup>1</sup>   | 4        |
| <b>The extent of pupils' spiritual, moral, social and cultural development</b>  | <b>3</b> |

## How effective is the provision?

Teachers and subject leaders have a far clearer understanding of what constitutes a good lesson. Partnership arrangements have allowed staff to observe best practice and receive coaching. Staffing changes since special measures have strengthened teaching quality. Sharper use of assessment information ensures intervention is timely when underachievement is identified. Teachers usually manage behaviour appropriately so lessons proceed in an atmosphere conducive to learning. The Oasis unit manages the needs of students with behavioural and emotional difficulties sensitively. The school has avoided quick fixes and introduced a well thought out curriculum that now adequately meets students' broad range of abilities and interests. A number of new courses, for example, GCSE Astronomy and some Level 1 provision involve collaboration with other providers.

High expectations, high visibility of senior staff around the school and stronger pastoral arrangements contribute well to students' moral and social development. So too, do performing arts and music events which feature prominently and are popular. The school offers suitable opportunities for students to take responsibility, for example, as elected members of the Student Voice, or as prefects. Peer mentors wear their sweatshirts with pride. Some students commented to inspectors that these opportunities are limited to relatively few individuals.

A senior staff presence at the school gates to welcome students has improved punctuality to lessons and sets the right tone at the start of the day. A high staff presence at break and lunch times ensures the swift and appropriate management of occasional over-boisterous behaviour. Productive communications between key staff and outside agencies ensure students are safe and well cared for.

*These are the grades for the quality of provision*

|  |          |
|--|----------|
| <b>The quality of teaching</b>   | <b>3</b> |
| Taking into account:<br>The use of assessment to support learning  | 3        |
| <b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b> | <b>3</b> |
| <b>The effectiveness of care, guidance and support</b>   | <b>3</b> |

## How effective are leadership and management?

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

The executive headteacher has been highly influential in establishing a platform from which to drive whole school improvement. Her presence in school has reduced proportionately as the capacity of others to lead and manage has increased. This arrangement has worked very well. Changes to arrangements for governance have resulted in appropriate challenge from an informed perspective.

Throughout the period of special measures the acting headteacher has grown in confidence. He now takes full responsibility for both day-to-day and strategic leadership of the school. His intentions are clearly communicated. In feedback to inspectors, staff confidence in his leadership was very high, even though his actions have at times been unpopular. All senior staff have shown resilience in the face of some difficult messages along the journey to securing a satisfactory school. The senior leadership team have created a cohesive school community.

Senior staff and many middle leaders have risen well to the challenges of greater accountability. Persistent inadequate performance has received the necessary challenge. Information derived from lesson observation is carefully reviewed to further develop teaching quality. Assessment information and systematic tracking of different groups of students are used astutely to tackle underachievement and make sure students remain on track to meet challenging targets. This term, for example, provision for a small group of Year 11 students with special educational needs has been modified and their progress has accelerated.

Satisfactory provision and outcomes have been achieved by the school in the context of tighter financial control. There are no major shortcomings in the management of resources.

*These are the grades for leadership and management*

|  |          |
|--|----------|
| <b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>  | <b>2</b> |
| Taking into account:<br>The leadership and management of teaching and learning   | 2        |
| <b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b> | <b>3</b> |
| <b>The effectiveness of the school’s engagement with parents and carers</b>  | <b>3</b> |
| <b>The effectiveness of partnerships in promoting learning and well-being</b>  | <b>2</b> |
| <b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>   | <b>3</b> |
| <b>The effectiveness of safeguarding procedures</b>  | <b>2</b> |
| <b>The effectiveness with which the school promotes community cohesion</b>   | <b>3</b> |
| <b>The effectiveness with which the school deploys resources to achieve value for money</b>  | <b>3</b> |

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## Sixth form

Achievement in the sixth form is satisfactory. The quality of teaching shows an improving trend. Students are frequently making good progress in lessons as more teachers devise challenging activities. Examination results in 2009 represent the best performance at A Level in the last three years. Leadership and management of the sixth form have benefited from the school’s partnership link. Systems for managing sixth form provision have recently been refined. Improved levels of attendance seen in the summer term have been maintained. Missed opportunities last year to collaborate with another sixth form locally are being revisited with greater energy. The mood of students is buoyant, although they agree the space available for private study is minimal and resources are limited. Retention into Year 13 is below average as some students struggle to meet the demands of A2 courses. The students in Year 12, who do not have A\* to C grades in both English and mathematics, represent a challenge in the coming months to the resources available for academic support.

*These are the grades for the sixth form*

|  |          |
|--|----------|
| <b>Overall effectiveness of the sixth form</b> | <b>3</b> |
| Taking into account:                           | 3        |
| Outcomes for students in the sixth form        | 3        |
| The quality of provision in the sixth form     | 3        |
| Leadership and management of the sixth form    | 3        |

## Views of parents and carers

Parental questionnaires are not normally distributed for monitoring inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so.



## Glossary

### What inspection judgements mean

| Grade   | Judgement    | Description  |
|---------|--------------|--|
| Grade 1 | Outstanding  | These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.  |
| Grade 2 | Good         | These are very positive features of a school. A school that is good is serving its pupils well.  |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.  |
| Grade 4 | Inadequate   | These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. |

### Overall effectiveness of schools inspected between September 2007 and July 2008

| Type of school       | Overall effectiveness judgement (percentage of schools) |      |              |            |
|----------------------|---|------|--------------|------------|
|                      | Outstanding   | Good | Satisfactory | Inadequate |
| Nursery schools      | 39  | 58   | 3            | 0          |
| Primary schools      | 13  | 50   | 33           | 4          |
| Secondary schools    | 17  | 40   | 34           | 9          |
| Sixth forms          | 18  | 43   | 37           | 2          |
| Special schools      | 26  | 54   | 18           | 2          |
| Pupil referral units | 7   | 55   | 30           | 7          |
| All schools          | 15  | 49   | 32           | 5          |

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

|                            |  |
|----------------------------|--|
| Achievement:               | the progress and success of a pupil in their learning, development or training.  |
| Attainment:                | the standard of the pupils' work shown by test and examination results and in lessons.   |
| Capacity to improve:       | the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.   |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.   |
| Learning:                  | how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.   |
| Overall effectiveness:     | <p>the following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul> |
| Progress:                  | the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.  |

16 October 2009

Dear Students



### **Inspection of Headlands School and Community Science College**

Congratulations! Your school no longer requires special measures.

Good improvements have been made since February 2008. Yours is now a satisfactory school. Senior staff and teachers have been successful in improving the overall quality of teaching. You make better progress in your learning and attainment levels are rising. Behaviour is much better than it was when the school was last inspected. Inspectors were pleased to see that the vast majority of you now arrive promptly for lessons at 08:30.

Many of you told us that you enjoy school. These positive views are reflected in your parents' feedback to governors. A far greater number of you are choosing sixth form courses because you feel more secure at Headlands following your better experience of school in Year 11. A few of you, however, think that students' behaviour around school needs to improve further. The vast majority of you work sensibly in lessons. Occasionally, the behaviour of a small minority interrupts everyone's learning.

Mr Ratheram, teachers and other adults in school, know what needs to happen next to make your school even better. Inspectors and senior staff agree that to build upon the many improvements already made the school needs to:

- make sure that all materials and equipment used to help you learn are of good quality and are used well. Also, all teachers need to check regularly that you understand the work before moving on
- make more of the specialist status given to science – you can help here by becoming involved in any science related activities that are offered
- use tutor time to better support your personal development and educational achievement
- give you more experiences to appreciate the many different cultures found in Britain and beyond
- make sure that sixth form accommodation can meet the needs of growing numbers.

Finally – and each one of you has an individual responsibility here – keep improving attendance so that your school's attendance rates compare favourably with those of other secondary schools in England.

Inspectors may visit you school in the future to see how things are progressing.

Yours sincerely

**Cathryn Kirby**

**Her Majesty's Inspector**



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