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Sarah Bone
Headteacher
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Dear Mrs Bone

Additional, remote monitoring inspection of Headlands School

Following my remote inspection with Carl Sugden, Seconded Inspector, of your school on 3 and 4 February 2021, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions that have been taken to provide education to all pupils during the current circumstances.

This monitoring inspection was conducted under section 8 (2) of the Education Act 2005 (as amended) and in accordance with Ofsted's published procedures for visiting schools while routine inspections remain temporarily suspended. It was additional to the usual monitoring process for schools that are judged to require improvement.

Following changes to government guidance and the imposition of COVID-19 (coronavirus) lockdown restrictions, this monitoring inspection was carried out remotely. As such, the range of evidence available to inspectors was narrower than would normally be the case during an on-site inspection. As a result, this letter provides a more limited level of assurance than our usual monitoring reports.

The inspection took place because the school has received three successive judgements of requires improvement at its previous section 5 inspections. The school's most recent section 5 inspection took place in January 2018.

Having considered all the evidence and taking into account the impact of COVID-19 on the school, I am of the opinion that at this time:

Leaders and those responsible for governance are taking effective action to provide education in the current circumstances.

Context

- Since the previous inspection, a new assistant headteacher has been appointed. You have also developed an associate senior leadership team and appointed five subject leaders, who are also members of your extended leadership team.
- In the autumn term 2020, over three quarters of pupils experienced periods of remote education because of COVID-19. This includes students in the sixth form. All year groups spent time learning from home, with the exception of Year 7. Year 10 pupils were required to spend time at home more often than other year groups.
- At the time of this inspection, about 90% of all pupils were being educated at home. Around two thirds of pupils who are vulnerable or who have an education, health and care plan are attending on site.

Main findings

- The school motto 'pride, aspire, respect' is at the centre of your approach to supporting the pupils in your care. You are passionate and determined to make the school the best it can be. You are committed to the local community. Your staff are behind you. It is clear that you are having a positive impact on improving the school and its curriculum.
- You provide a broad and balanced curriculum, both remotely and on site. What is more, you continue to develop programmes to support pupils in their future careers. For example, the Bridlington Medical, Health and Social Care Academy pathway offers opportunities for sixth-form students to learn more about the medical profession. This has continued throughout the pandemic.
- You have been developing the curriculum since the previous inspection. Subject leaders have identified key knowledge that pupils need to learn. They have thought carefully about the order in which it is taught. This knowledge is regularly revisited to make sure that it 'sticks'. Pupils with special needs and/or disabilities (SEND) receive extra support. As a result, they are increasingly successful in their learning.
- Pupils who are not currently at school due to COVID-19 restrictions have access to a well-planned remote offer. Many lessons are delivered live. Pupils follow their normal school timetable. Your staff use a range of techniques to give regular feedback on their work. This includes sound files of teachers explaining to individual pupils how to improve. All this helps to ensure that pupils are on track.
- When pupils returned to school in September, you found out what gaps pupils had in their knowledge. Teachers altered their curriculum plans to plug these gaps. At this current time, pupils are continuing to follow the same curriculum, be they studying at home or attending school in person.

- You make sure that pupils who struggle to read receive extra support. Teachers consider key vocabulary that is being used in lessons. Reading time during tutor sessions, book clubs and extra-curricular competitions helps to encourage a love of reading. Your remote offer includes support for those pupils that need to improve their reading.
- You know your vulnerable students well. Leaders actively encourage all vulnerable learners to attend school. These pupils are well supported. You are in regular contact with pupils who are learning from home.
- You are keeping a close eye on pupils with SEND at this time. For those in school, learning tutors work with individuals during live lessons. You replicate the support on offer at school to those working from home. For example, breakout rooms are available online for those that are working from home. Here, pupils can work in smaller groups and have any questions answered.
- Governors have a good understanding of the challenges that the school is facing. They have been involved in strategic decisions during the pandemic. However, they have also focused on the wider improvement of the school.
- You appreciate the effective support that you have received from the local authority. You also work closely with the GORSE Academies Trust school centred initial teacher training. You told us that this is helping to draw a wider field of applicants when appointing staff.

Evidence

This inspection was conducted remotely. We held meetings with the headteacher and deputy headteacher, members of the senior leadership team and associate leadership team and two curriculum leaders. We also spoke to a group of pupils and a group of staff. We had discussions with the special educational needs coordinator and with the lead practitioner for student welfare. We spoke to a representative from the local authority. We held a meeting with members of the governing body to discuss leaders' actions to provide education to all pupils during a national lockdown.

We reviewed example remote lessons and reviewed evidence of how you check pupils' engagement and feedback to them about their learning. We considered the responses to Parent View, Ofsted's online survey that allows parents and carers to give their views about their child's school, including free-text responses. We looked at the responses to the staff questionnaire.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for East Riding of Yorkshire. This letter will be published on the Ofsted website.

Yours sincerely

Michael Wardle
Her Majesty's Inspector