

Headlands School

Address: Sewerby Road, Bridlington, East Yorkshire, YO16 6UR

Unique reference number (URN): 118085

Inspection report: 19 May 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Curriculum and teaching

Expected standard 

Leaders have constructed a broad and logically ordered curriculum that enables pupils to steadily build their knowledge and skills over time. They have made thoughtful adaptations to ensure that pupils who face barriers to learning can access the curriculum alongside their peers.

Leaders have an accurate understanding of the quality of the curriculum and teaching. Teachers typically deliver the curriculum well. Leaders have trained staff in a range of approaches that help pupils remember what they learn. These approaches are particularly effective for pupils with special educational needs and/or disabilities and those who are disadvantaged. Most teachers successfully check how well pupils are developing their knowledge and understanding. However, at times, some teachers do not identify pupils' misconceptions quickly enough. As a result, gaps and misunderstandings in pupils' knowledge sometimes go unaddressed before teachers move on to new learning. Pupils then struggle to apply what they have learned.

Pupils typically produce work of high quality. Staff provide effective support for pupils who need additional help with reading. This enables these pupils to catch up and read with greater accuracy and fluency.

Inclusion

Expected standard 

Leaders have high expectations for all pupils, including those with special educational needs and/or disabilities (SEND) and those who are disadvantaged. They have put thoughtful processes in place to make sure that pupils receive the support they need. Leaders use additional funding effectively. All pupils are supported to take part in the wider life of the school, including a range of extra-curricular activities. As a result, pupils are well prepared to move on to destinations that match their abilities and interests when they leave school.

Staff identify and respond to pupils' changing needs quickly and accurately. Teachers typically adapt their teaching to meet the needs of pupils with SEND and those who are disadvantaged. The school has 2 additional resource centres for pupils with social, emotional and mental health needs and for those with autism. Staff provide effective support to help these pupils settle and be ready to learn.

Leaders work in partnership with the local authority. They provide flexible and caring support for pupils who are looked after or known to social care. Leaders act quickly to secure additional external assessments or support for pupils who need it.

Leadership and governance

Expected standard 

Leaders are ambitious for pupils. They understand the context and challenges of the community that the school serves. Leaders have a clear understanding of the school's strengths and the priorities for improvement. The school has faced considerable challenges, including some that were unforeseen. Leaders have remained true to their commitment to

serve the increasingly diverse pupil population. During this period of change, leaders' actions have brought about notable improvements to the curriculum, the quality of teaching and approaches used to promote pupils' regular attendance. They recognise that further work is needed to secure improvements in pupils' attainment.

Governors are committed to the high expectations and ambitions that leaders have for pupils. They provide effective support and challenge to leaders. Governors meet their statutory duties.

Staff feel supported by leaders. They understand what leaders aim to achieve. Leaders make sure that staff benefit from a programme of professional learning. Staff training is based on research that aligns with leaders' priorities for improving the school. Leaders monitor staff's workload to make sure that their time is used well.

Leaders are mindful of the need for effective relationships with parents and carers, other schools and external agencies. They draw on external sources of expertise when needed to improve aspects of the school. For example, they work with a local trust to further develop their expertise in supporting pupils with more complex social, emotional and mental health needs.

Personal development and wellbeing

Expected standard 

Leaders have designed a well-thought-out personal development programme that reflects the school's local context. Pupils understand how to keep themselves physically and mentally healthy. They also learn about other important topics, including healthy relationships and consent, cyberbullying and the risks of social media and misinformation. Pupils develop an appropriate understanding of fundamental British values as they move through the school. They respect differences between themselves and others and understand why some of these differences are protected in law. Pupils can speak with some confidence about issues that matter to them. Leaders adapt the curriculum to reflect pupils' interests. For example, pupils learn about current issues as part of their ethics lessons.

Leaders offer a wide range of opportunities for pupils to explore their talents and interests. Pupils attend various lunchtime and after-school clubs, covering a wide range of activities such as art, music, fishing and engineering. Drama provision is a particular strength of the school. Trips and visits broaden pupils' horizons. Leaders carefully monitor participation in these opportunities to ensure that disadvantaged pupils and those with special educational needs and/or disabilities (SEND) can take part alongside their peers.

Pupils know that there is always a member of staff available to help them if they need it. They have different ways to ask for support with problems, both in and out of school. Pupils appreciate this aspect of school life.

Leaders provide an effective careers programme to help pupils plan for their next steps in education, employment or training. Pupils in Year 10 and Year 12 complete appropriate work experience, and all pupils receive independent careers advice. Leaders provide additional careers support for pupils who are disadvantaged and those with SEND.

Needs attention

Achievement

Needs attention 

Over time, pupils' attainment in national tests and examinations has been below national averages. Leaders have taken action to improve the effectiveness of curriculum delivery. This is beginning to strengthen pupils' learning in lessons. However, it is too soon to see the full impact of this work on pupils' overall attainment. Many pupils still have significant gaps in their knowledge, which prevent them from successfully building on what they already know and can do. As a result, they are not well prepared for the next steps in their education.

Pupils who have gaps in essential knowledge in reading, writing and mathematics generally receive the support that they need. Those with special educational needs and/or disabilities generally make steady progress from their starting points. This includes pupils in the school's additional resource centres. Pupils who are disadvantaged often attain in line with similar pupils nationally.

Attendance and behaviour

Needs attention 

Pupils do not attend school as often as they should. Attendance is below the national average and has been for some time. Leaders have put effective systems in place to identify pupils who need help to improve their attendance. They work with parents, carers and the local authority to provide support for pupils who need it. This is beginning to have a positive impact for some pupils. However, many other pupils, including those with special educational needs and/or disabilities, continue to have high levels of persistent absence.

Pupils typically behave well. The school is a calm and supportive place for them to learn. Leaders have established simple and effective routines that everyone understands. Pupils generally follow these well. They feel that rules, and the sanctions for not following them, are fair. Staff provide additional support for pupils who struggle with their behaviour, which usually leads to improvements over time. Bullying and serious incidents of poor behaviour are rare. When they do occur, leaders deal with them quickly and effectively. This means that pupils are able to focus on their learning.

Post 16 provision

Needs attention 

Students in the sixth form do not achieve as well as they should. Over time, they have attained below national averages in national tests and examinations. Leaders have taken steps to address this. They have strengthened the curriculum and focused on improving the quality of teaching. As a result, students now complete study programmes that are well matched to their aspirations and abilities. Teachers typically deliver the curriculum well. However, it is too soon to see the full impact of leaders' actions.

Students receive an effective personal, social, health and citizenship curriculum. They speak with confidence about fundamental British values and other matters that are important to them. Staff teach students how to manage risks and stay safe, including online. Students feel well supported by staff in relation to their wellbeing.

Leaders provide students with a well-crafted careers programme. Students follow pathways based on their future aspirations. They receive appropriate work experience placements and careers advice, alongside opportunities to complete additional qualifications. Students also have access to a wide range of enrichment opportunities.

What it's like to be a pupil at this school

Pupils feel well cared for at this school. They know that staff will quickly offer them help and support when needed. Staff model the behaviours and values that the school community expects. Pupils know what is expected of them and what support is available to help them meet these expectations.

While pupils generally enjoy their lessons, they do not achieve as well as they should, including students in the sixth form. Pupils typically build their knowledge and skills over time through a logically ordered curriculum. Teachers usually check that pupils understand what they are learning. Despite this, some pupils develop gaps in their knowledge that are not addressed quickly enough. As a result, they are not as well prepared for their next steps in education as they should be.

Pupils typically receive support to overcome any barriers to learning and wellbeing that they face, including those who are disadvantaged and those with special educational needs and/or disabilities. However, pupils do not attend school as regularly as they should. Too many are persistently absent, meaning they miss important learning and wider opportunities.

Pupils understand and follow the school's rules. They generally feel these rules are fair and understand why staff issue sanctions when rules are broken. This contributes to a calm and orderly environment. Bullying is rare. Pupils are confident that staff will deal with it quickly if it happens. Pupils appreciate the recognition they receive for positive conduct, such as vouchers to 'skip the line' at lunchtime or to use at a local cinema.

There is a wide range of opportunities for pupils to explore their interests and talents beyond the classroom. For example, pupils can join a fishing club or take part in a sailing trip to the Isle of Wight. Leaders provide a well-designed careers programme that helps pupils plan for their next steps after school.

Next steps

- Leaders should continue to improve teaching across the school, ensuring that staff identify and address gaps and misconceptions in pupils' learning so that pupils build secure knowledge and skills over time.
 - Leaders should ensure that their renewed approaches to attendance have the intended impact on reducing pupils' absence, taking swift action when needed, especially for pupils with special educational needs and/or disabilities who are persistently absent from school.
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About this inspection

The chair of the board of governors in this school is Gary Thomas.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with school leaders, teachers, school governors, pupils and a representative of the local authority during the inspection.

The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

The inspectors confirmed the following information about the school:

The school includes provision for 30 pupils with social, emotional and mental health needs and for 30 pupils with autism.

The school currently uses no alternative provision.

Executive Headteacher : Sarah Bone

Lead inspector:

Gemma Dixon, His Majesty's Inspector

Team inspectors:

John Lucas, His Majesty's Inspector

Richard Wakefield, His Majesty's Inspector

Paul Bell, Ofsted Inspector

Ruth Craven, His Majesty's Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 19 May 2026

School and pupil context

Total pupils

1,047

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 1,067

School capacity

1,482

Above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 1,154

Pupils eligible for free school meals (FSM)

36.55%

Above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 28.9%

Pupils with an education, health and care (EHC) plan

6.21%

Well above average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.09%

Pupils with special educational needs (SEN) support

12.70%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 13.4%

Location deprivation

Below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

Resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

Type of specialist provision (if applicable)

Not Applicable

What does this mean?

The type of Special Educational Needs provision provided at the school (if applicable).

All pupils' performance

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	35.6%	45.4%	Below
2023/24 (final)	42.4%	45.9%	Close to average
2022/23 (final)	30.6%	45.3%	Below

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	39.6	46.1	Below
2023/24 (final)	40.3	45.9	Below
2022/23 (final)	41.0	46.3	Below

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.35	-0.03	Below
2022/23 (final)	-0.46	-0.03	Below

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	21.3%	25.8%	Close to average
2023/24 (final)	22.0%	25.8%	Close to average
2022/23 (final)	18.4%	25.2%	Close to average

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	29.9	34.9	Below
2023/24 (final)	30.7	34.6	Close to average
2022/23 (final)	37.3	35.0	Close to average

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.90	-0.57	Below
2022/23 (final)	-0.65	-0.57	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	21.3%	53.1%	-31.8 pp
2023/24 (final)	22.0%	53.1%	-31.1 pp
2022/23 (final)	18.4%	52.4%	-34.1 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	29.9	50.4	-20.5
2023/24 (final)	30.7	50.0	-19.4
2022/23 (final)	37.3	50.3	-13.0

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	-0.90	0.16	-1.07
2022/23 (final)	-0.65	0.17	-0.82

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers (revised)	93%	92%	Average
2022 leavers (revised)	92%	93%	Average
2021 leavers (revised)	96%	94%	Average

16 to 18 performance

A-level average point score

The average points that students achieved per A-level entry.

Year	This school	National average	Compared with national average
2024/25 (final)	20.61	35.00	Below
2023/24 (final)	29.88	34.38	Below
2022/23 (final)	27.19	34.16	Below

A-level value added

A score showing students’ progress between the end of key stage 4 and the end of their academic qualification studies.

Year	This school	National average	Compared with national average
2024/25 (final)	-0.7	0.0	Below
2023/24 (revised)	-0.2	0.0	Below

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	10.0%	8.4%	Above
2023/24 (3 term)	10.7%	8.9%	Above
2022/23 (3 term)	11.0%	9.0%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	32.8%	23.4%	Above
2023/24 (3 term)	34.8%	25.6%	Above
2022/23 (3 term)	38.2%	26.5%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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