

# Inspection of George Pindar School

Moor Lane, Eastfield, Scarborough YO11 3LW

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Inspection dates:

18 and 19 October 2022

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Good**

Leadership and management

**Requires improvement**

Previous inspection grade

Not previously inspected under section 5  
of the Education Act 2005

## **What is it like to attend this school?**

Staff and pupils say that the school has improved dramatically in recent years. Leaders are beginning to address several issues, which have affected the quality of education pupils receive. However, there is more work to do to ensure that all pupils can achieve their full potential.

Leaders have prioritised the school's curriculum. Most subjects now have clear plans in place that outline the knowledge and skills that leaders want pupils to learn through their time in school. Although the quality of education is improving, it requires further development to ensure it meets the needs and aspirations of all pupils.

Most pupils enjoy school and feel safe. However, pupils are concerned about behaviour in lessons and at social times. Leaders have taken action to try and address this. The school has changed its behaviour policy and staff are more visible around the school. The number of suspensions and removals from lessons are starting to fall. However, a significant minority of pupils do not attend regularly enough. Incidents of bullying are decreasing. Pupils are confident that when they raise concerns, staff will take appropriate action.

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

Leaders have reviewed the curriculum and thought carefully about the knowledge and skills pupils need to develop. Sometimes, however, the way teachers teach does not help pupils learn and remember the content. This means that in some subjects, pupils cannot build on their previous learning because it is not secure.

In some subjects, such as English and mathematics, leaders and staff use assessment well. It allows staff to identify gaps in pupils' knowledge and skills. In too many subjects, however, assessment does not identify what pupils know. This means that gaps in pupils' knowledge and understanding remain.

Pupils with special educational needs and/or disabilities (SEND) follow the same curriculum as their peers. Plans that identify pupils' learning needs are in place. However, staff do not use these precisely enough to inform their lesson planning. As a result, pupils with SEND do not consistently get the support they need.

Leaders have developed clear plans to support pupils who need extra help to improve their reading. These plans are still new, so the impact is limited. There is more work to do to develop a love of reading across the school beyond English lessons.

Leaders have introduced new systems to try and improve pupils' behaviour. Low-level disruption still interrupts learning too often. At social times, the behaviour of some pupils does not meet the expectations of staff. Leaders have begun to track

behaviour incidents more closely. This means they have a stronger understanding of patterns of negative behaviour and are starting to intervene more effectively. Removal from lessons and suspensions remain high but are starting to reduce. Pupils in the 'ARC' provision display the most challenging behaviour. These pupils follow a modified curriculum taught by specialist teachers. The behaviour of these pupils prevents them from rejoining lessons with their peers in the main school.

Leaders have taken action to try and improve attendance. However, attendance remains too low, particularly for the most vulnerable pupils.

Pupils' personal development is a priority for leaders. The curriculum is carefully planned and is underpinned by the school's 'PINDAR values'. Pupils have a strong understanding of healthy relationships and the protected characteristics. Teachers use assessment to review the curriculum and make sure it covers the content that pupils will find most useful. Pupils are well prepared for life in modern Britain. They understand the importance of respect and tolerance. Staff and pupils recognise the importance of what they learn in personal development lessons. Pupils receive high-quality careers advice and guidance. The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.

Governors and trustees know the school well. They have an accurate view of the school's performance. Governors believe the school has improved in recent years but recognise there is still more work to do. The Hope Sentamu Learning Trust work with the school to support them in key improvement areas. Some of this work is new and is still to be fully embedded.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and those responsible for safeguarding make sure that staff and pupils are aware of a range of safeguarding risks. These include how to stay safe online and the signs of unhealthy relationships. There is a strong culture of safeguarding. Staff are clear about how to report and record their concerns.

Leaders keep detailed records of the actions they take to keep pupils safe. They work with external agencies to ensure the most vulnerable pupils receive the support they need.

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

### **(Information for the school and appropriate authority)**

- In some subjects, the sequencing of the curriculum does not allow pupils to spend enough time mastering the most important content. This means that pupils find it more difficult to build on their prior knowledge. Leaders should ensure that

the curriculum is sequenced effectively in all subjects to support pupils to build cumulative knowledge over time.

- Assessment is variable across the curriculum. Teachers do not consistently check pupils' understanding and identify what they need to learn next. Leaders should ensure that they develop a consistent approach to assessment across the curriculum, so that teachers accurately check what pupils know and remember and identify their next steps in learning.
- Some staff do not apply the behaviour policy consistently. There are too many incidences of poor behaviour. The proportion of pupils suspended from school is too high. Current systems to record and monitor behaviour are new. Leaders need to use these systems and respond strategically to this information to improve pupils' behaviour.
- Pupils' attendance is too low, including for the most vulnerable pupils. Too many pupils do not attend school regularly. These pupils miss important learning when away from school. Leaders need to further develop support and intervention for pupils who do not attend school regularly, so that their attendance improves.

## 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.

## 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

<b>Unique reference number</b>	146819
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10248486
<b>Type of school</b>	Secondary Comprehensive
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	11 to 16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	675
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Alan Richards
<b>Principal</b>	Lesley Welsh
<b>Website</b>	<a href="https://gps.hslt.academy">https://gps.hslt.academy</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school uses two registered providers for alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.

- Inspectors carried out deep dives in English, geography, physical education and science. As part of the deep dives, inspectors visited lessons, reviewed curriculum plans and spoke with curriculum leaders and teachers. They also talked to pupils about their learning and looked at the work they have completed.
- In addition, inspectors looked at curriculum plans and discussed assessment in mathematics and technology.

- Inspectors met with the special educational needs and /or disabilities coordinators, spoke to pupils with SEND, reviewed plans to support these pupils and visited lessons to see how these pupils are supported to learn.
- Inspectors met with the leader responsible for reading to discuss how reading is promoted in the school. They also observed intervention to see how pupils are supported to improve their reading.
- Inspectors met with the designated safeguarding leads and reviewed a range of documentation, including safeguarding records and policies, to ensure that appropriate actions are being taken to keep children safe.
- Inspectors considered the views of pupils, parents and staff through Ofsted surveys, as well as additional communication from parents during the inspection.
- Inspectors scrutinised the school's records of bullying, reviewed the actions leaders take when bullying occurs and spoke to several groups of pupils, including some single-gender groups, to understand their experience of school.
- Inspectors met leaders to discuss pupils' behaviour and reviewed the school's data on suspensions, internal suspensions and permanent exclusion. They visited the A2S room and spoke to pupils about their views of behaviour.
- Inspectors met with representatives from the multi-academy trust and the local governing body.
- Inspectors scrutinised records relating to attendance.

## Inspection team

Stuart Voyce, lead inspector	His Majesty's Inspector
Thomas Wraith	His Majesty's Inspector
Janet Sheriff	Ofsted Inspector
Lesley Powell	Ofsted Inspector

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