

# Inspection of George Pindar School

Moor Lane, Eastfield, Scarborough YO11 3LW

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Inspection dates:	14 and 15 January 2025
The quality of education	<b>Requires improvement</b>
Behaviour and attitudes	<b>Requires improvement</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Previous inspection grade	Requires improvement

The principal of this school is Lesley Welsh. This school is part of Hope Sentamu Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Helen Winn, and overseen by a board of trustees, chaired by Jane Lewis.

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

Pupils and staff are 'Proud to be Pindar'. They enjoy different ways of learning, whether through practical or creative experiences, across the school's broad and balanced curriculum. Leaders are guiding the school on an improvement journey with great skill. They are reflective. However, the more recent changes to the school's curriculum are not embedded consistently well in all subjects and classes. This learning offer does not yet fully impact on how well pupils remember and know more over time. The school knows they must further improve the offer that pupils receive to support them to attain more highly, including in Year 11 examinations.

Most pupils enjoy their learning. Different teaching approaches help spark their imagination. For example, in art and technology, pupils are challenged to demonstrate increasingly difficult concepts over time. Pupils access local artists and, through this work, have the opportunity to develop their personal interests. This is leading to a deeper pupil knowledge. The staff have built strong relationships with pupils, which helps them to offer appropriate support when this is needed.

Pupils' behaviour in and around school is improving. The vast majority of pupils are considerate and treat each other with respect. Too many pupils are absent from school too often. When not in school, pupils miss the opportunities the school provides, leading to gaps in their learning. In addition to learning in the classroom, pupils miss sporting fixtures, carefully planned trips and learning with teachers who are passionate about their subject.

The school is inclusive. Pupils from a range of backgrounds and with a variety of needs are welcome at George Pindar School. The staff know the pupils well and ensure they feel valued and safe.

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

The school has carefully considered what it is pupils need to know and remember in their community. They have used this information to redevelop their curriculum offer and the methods they use to share this learning with pupils. Lessons visited consistently demonstrate the 'I do, we do, you do' structure that the school uses to support pupils to learn. This familiar approach is starting to help pupils understand each subject better. These changes are recent. Past exam results do not demonstrate the gains that are evident in the classroom. The school staff share a common goal. They want pupils to access a curriculum that improves their appreciation of learning and their knowledge. This is being realised in some classes. However, not all teachers are as clear in how they check for understanding or how they adapt lessons to address pupils' misconceptions. In some lessons, pupils' starting points or gaps in learning are not considered as carefully as they could be.

Pupils enjoy lessons. They appreciate the support and help staff afford them. In classes, pupils are keen to discuss their learning with the teacher. In English, for example, pupils make effective use of teachers' comments to improve their work. The school encourages

this approach. They want pupils to share ideas and discuss solutions to lesson tasks. For example, in physical education, pupils discuss tactics for the sport they are doing at suitable intervals, supporting them to secure long-term knowledge. Pupils are familiar with the independent learning zone tasks, which help pupils to develop their ability to work without support.

Staff and pupils value reading. Teachers support pupils in the early stages of reading, resulting in rapid progress. The library's 'Book Tok' area helps pupils choose and read topical and current texts. Pupils with special educational needs and/or disabilities (SEND) are integrated fully into the school's day-to-day life. Staff are skilled at identifying any barriers to learning and helping pupils reach their potential. The school's 'Arc' provision adds a further layer of specialist support for pupils who may struggle to regulate their emotions. This setting within school creates a calm, purposeful atmosphere where students are able to access appropriate provision to enable them to continue to learn.

Pupils' behaviour in class is calm. Lessons, on the whole, are not disrupted by poor behaviour. However, some pupils are not fully engaged in their learning. Most pupils, when encouraged, correct their behaviour. Yet, at times, teachers do need to remove pupils from class. In social times, the staff are on hand to support pupils, which helps manage behaviour. However, some pupils continue to struggle to self-regulate.

Attendance is improving but remains low. Removing barriers and increasing attendance for all pupils continues to be a central focus for the school. Too many pupils are missing too many school days. Pupils cannot access the school's curriculum offer when they are absent. This undermines the school's efforts to equip pupils for the next phase of their education and life.

Pupils learn about the values of different beliefs and religions. The school offers extra-curricular activities ranging from lunch clubs in the 'Beacon' area for pupils with SEND to carefully planned trips abroad to support learning. Before they leave school, pupils receive clear advice and information about different careers and educational placements. Links with local industry and universities are used to help to widen pupils' understanding of the options that are available to them. Under the school's house system, pupils have a voice at Pindar. This supports pupils to develop as leaders, self-motivators and managers. This offer is embedded in every lesson.

Governors and trustees are an integral part of the school. They know the school and its wider community exceptionally well. They understand the journey the school has undertaken as well as the work it still needs to complete. They use this knowledge to support and challenge leaders with purpose.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- The changes to the school curriculum offer are not fully embedded. While lessons now all follow a consistent structure to support learning, some teachers do not check what pupils know and remember. Learning is not always adapted to take note of pupils' starting points. As a result, pupils do not achieve strong outcomes in external examinations. The school must continue its work to embed and adapt the curriculum fully so that pupils build on what they know and remember to support them to achieve consistently high outcomes at the end of key stage 4.
- Too many pupils are absent from school too often. This means they miss the learning opportunities that the school has developed. This creates gaps in their learning. The school must continue to work closely with pupils and their families, building on the work already in place to remove barriers to attendance and ensure attendance rates rapidly improve for all pupils.

## 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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children 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>	10346719
<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>	728
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Jane Lewis
<b>CEO of the trust</b>	Helen Winn
<b>Principal</b>	Lesley Welsh
<b>Website</b>	<a href="http://www.gps.hslt.academy">www.gps.hslt.academy</a>
<b>Dates of previous inspection</b>	18 and 19 October 2022, under section 5 of the Education Act 2005

## Information about this school

- The school currently uses two registered alternative provisions.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- The lead inspector met with members of the trust board, the local governing committee and the chief executive officer.
- During the inspection, inspectors met with the principal. They also met with other senior and middle leaders, including those responsible for safeguarding, personal development, careers, attendance and behaviour.
- Inspectors carried out deep dives in these subjects: English, science, art, design and technology and physical education. For each deep dive, inspectors met with subject leaders, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Members of the inspection team looked at a range of documentation regarding the support pupils with SEND receive. Inspectors looked at the quality of the provision for pupils with SEND across all aspects of school.
- Inspectors scrutinised a range of documentation, including minutes of governance and trustee meetings.
- Inspectors looked at a range of information regarding behaviour. Inspectors observed the behaviour of pupils at social times.
- Inspectors spoke to pupils and staff formally and informally throughout the inspection. Inspectors considered the responses of parents shared through Ofsted Parent View as well as staff and pupil survey responses.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

### **Inspection team**

Richard Jones, lead inspector	His Majesty's Inspector
Martin Featherstone	Ofsted Inspector
Michael Laidler	Ofsted Inspector
Vicky Callaghan	Ofsted Inspector

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