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8 December 2011

Mr B Parnell  
The Headteacher  
Winton Arts and Media College  
Winton Way  
Bournemouth  
BH10 4HT

Dear Mr Parnell

### **Special measures: monitoring inspection of Winton Arts and Media College**

Following my visit with Karen Roche, Additional Inspector, to your school on 6 and 7 December 2011, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The inspection was the third monitoring inspection since the school became subject to special measures following the inspection which took place in November 2010. The full list of the areas for improvement which were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – good.

Progress since previous monitoring inspection – good.

Newly qualified teachers may be appointed subject to the following conditions:

- appointments may only be made to the school's most effective departments, where strong support for professional development can be assured
- the local authority supports the appointment
- the HMI leading the monitoring inspections supports the appointment.

This letter and monitoring inspection report will be posted on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Governing Body and the Director of Children's Services for Bournemouth.

Yours sincerely

Mary Massey  
**Her Majesty's Inspector**

## Annex

### **The areas for improvement identified during the inspection which took place in November 2010**

- Raise attainment at the end of Key Stage 4 to ensure the proportion of students achieving five A\* to C grades at GCSE, including English and mathematics, meets or exceeds that expected nationally.
- Increase the rates of all students' progress so that they achieve in line with their capabilities by:
  - raising teachers' expectations of all students
  - involving students in the setting of their own targets.
- Raise the quality of teaching and learning across the school by:
  - making sure there is no inadequate teaching by the end of December 2010
  - ensuring that a significant proportion of teaching is good or better by the end of April 2011
  - ensuring that teachers use assessment information in their lesson planning and during lessons.
- Ensure that leaders and managers at all levels, including the most senior, are actively engaged in the monitoring and evaluation of students' progress and the quality of teaching and learning by:
  - observing lessons frequently and providing teachers with feedback that supports improvement
  - ensuring assessment information is reliable, valid and used to provide effective learning support.
- Ensure that the governing body holds all leaders and managers to account and is actively involved in the strategic direction of the school by:
  - relentlessly evaluating the monitoring of the quality of teaching and learning
  - requiring accurate evaluations of students' attainment and progress.

## **Special measures: monitoring of Winton Arts and Media College**

### **Report from the third monitoring inspection on 6 and 7 December 2011**

#### **Evidence**

Inspectors observed the college's work, scrutinised documents and met with the headteacher, staff, groups of students, two governors and the college's education liaison partner.

#### **Context**

A new permanent headteacher took over leadership of the college in September. An assistant headteacher has been appointed temporarily from within the college staff to oversee data reporting and recording. Four teachers left at the end of the summer term. Two new posts have been created and so six new teachers started in September. Since the start of the autumn term three members of staff have left and a further four will leave at the end of term. Replacements are not required for all of them, but temporary cover for some will be provided until Easter. The college has lost one teaching assistant and four support staff through redundancy. One teacher and a teaching assistant are on maternity leave.

There has been some reorganisation of responsibilities within the leadership team to tackle behaviour, safety and improved teaching and learning.

#### **Pupils' achievement and the extent to which they enjoy their learning**

Extensive and effective intervention to support Year 11 students produced a substantial rise in examination results at GCSE in 2011. Although outcomes, for example, the proportion of students gaining five A\* to C grades including English and mathematics, rose, the standards achieved were still below the national average. The college's assessment data, which are used to track students' progress, are now securely reliable. They are in a format which makes them very useful to middle leaders who are finding the system extremely helpful in identifying students who are underachieving, so appropriate support can be put in place. The system is being used very effectively to help close the gap between the achievement of those students who are known to be eligible for free school meals and others, especially in English. Regular meetings are held to monitor the impact of the intervention provided. As a result, the rate of students' progress in Year 11 is rising and students are on track to achieve GCSE results in 2012 that are better than 2011, although they may not meet the national average. The college focus is still strongly on Year 11 and data are not yet being used as effectively in other year groups. Although students in Years 10 and 11 are making faster progress than younger ones, all are now making much better progress in lessons. This is because the quality of teaching and learning is improving, with much less inadequate teaching. There are fewer temporary teachers because teachers' attendance has improved markedly.

Progress since the last monitoring inspection:

- raise attainment at the end of Key Stage 4 to ensure the proportion of students achieving five A\* to C grades at GCSE, including English and mathematics, meets or exceeds that expected nationally – good
- increase the rates of all students' progress so that they achieve in line with their capabilities – good.

### **Other relevant pupil outcomes**

Students and staff all report in improvements in behaviour since the last monitoring visit. This extends to support staff, who find students increasingly polite and helpful. The new behaviour management system is working effectively, although not always consistently. Exclusions have fallen. The atmosphere within the college is calm and purposeful and in lessons if there is low level disruption it is usually linked to the weaker of teaching. Students are very supportive of a zero tolerance approach to any form of racism or homophobia. One student said, 'The headteacher is serious – he means what he says.' But students also say the headteacher is very approachable, listens to what they have to say and even sometimes joins in with their breaktime football. The new reward system is valued by students, even the oldest, who if they do well may be allowed off the college site at lunchtime. They are increasingly proud of the college and appreciate that this opportunity also brings responsibilities.

Attendance has also risen substantially, and is now above average. Students are very aware of the strong link between attendance and achievement. There has been a less rigorous approach to improving punctuality.

### **The effectiveness of provision**

The proportion of good or better lessons is rising and there has been a shift towards focusing on students' learning rather than the performance of the teacher. Much of this is a result of regular professional development and coaching. Students say that lessons are more interesting and that they are given more opportunity to work independently in groups to discuss and assess their work. Planning is thorough and thoughtful. Students are given clear success criteria, often linked to GCSE grades or Key Stage 3 levels, so they know exactly what to do in order to produce good-quality work. Marking is now more consistently useful to help students improve and frequently gives short-term targets. In many lessons, but not all, students are given time to make corrections and develop a dialogue with the teacher about their learning. More teachers are assessing learning regularly during lessons and then having the confidence to change their lesson plans to meet students' needs. The recent focus on improving the quality of the learning environment means that teachers have made an effort to make classrooms welcoming and displays useful to support learning.

Shortcomings still remain in the provision for students with special educational needs and/or disabilities. Although these students are identified in lesson plans, it is not

always clear how their needs are being met. Teachers are not consistently using information about barriers to learning and specific strategies for individual students in order to provide appropriate tasks and resources. Teaching assistants are not always being used to the maximum effect. The college is aware that many students have low levels of literacy that limit their access to the curriculum. Training to give teachers skills and strategies to raise the standard of reading and writing in all subjects is already underway. There is currently less emphasis on developing oral and communication skills.

Year 11 students particularly value the personal support provided by senior staff to individuals. Some older students have not received appropriate sex and relationships education.

Progress since the last monitoring inspection:

- raise the quality of teaching and learning across the school – good.

### **The effectiveness of leadership and management**

The arrival of a new permanent headteacher at the college has caused a tangible acceleration in the pace of change, with impact already evident in the improvements to teaching, learning, assessment, behaviour and attendance. One student said, 'Teachers are happier and they are more confident.' This is the result of this combination of accurate self-evaluation, clear vision, very high expectations, a culture of accountability and sensitive support. In addition to clarity about what they need to do and why they need to do it, teachers have been provided with regular, practical guidance and support to develop their skills. Expertise has been brought in from outside and the college constantly makes use of the good practice already within the college. The influence of the college's specialist status in media and arts is increasing. Even though the pace of change is fast and demanding, the increased confidence generated from this approach means that teachers are ambitious to improve. Middle managers have been provided with training, and are clear about their responsibility for accelerating the rate of students' progress. Priorities are sharply focused on raising achievement and monitoring systems are creative and increasingly robust. However, evaluation procedures and the quality of planning documentation still need further development. Governors are well informed and increasingly confident.

Perhaps the most significant improvement is the level of trust that has developed between the new headteacher and staff and students. In spite of considerable challenges in dealing with staffing changes and low morale, in one term he has managed to create a positive 'can do' attitude that permeates the whole college community. As a result, staff have respect for his judgements and the pace of change is accelerating. The impact of improvements in provision and leadership is slowly beginning to be evident in students' achievement.

Progress since the last monitoring inspection:

- ensure that leaders and managers at all levels, including the most senior, are actively engaged in the monitoring and evaluation of students' progress and the quality of teaching and learning – outstanding
- ensure that the governing body holds all leaders and managers to account and is actively involved in the strategic direction of the school – good.

### **External support**

The college still continues to be supported very effectively by the education liaison partner. Four external consultants have been brought in part time to work on specific areas: coaching in teaching and learning; literacy; and, modern foreign languages. The local authority has provided a seconded teacher to support the coaching programme. Staff have valued the input provided and the impact is already evident in improvements, especially to teaching.