

Winton Academy

Winton Way, Bournemouth, BH10 4HT

Inspection dates 16–17 June 2015

| Overall effectiveness | Previous inspection: | Not previously inspected as an academy | |
|--------------------------------|----------------------|--|----------|
| | This inspection: | Good | 2 |
| Leadership and management | | Good | 2 |
| Behaviour and safety of pupils | | Good | 2 |
| Quality of teaching | | Good | 2 |
| Achievement of pupils | | Good | 2 |

Summary of key findings for parents and pupils

This is a good school.

- The Principal and senior leaders are passionate in their pursuit of excellence for all students. Achievement and teaching are good and improving as a result.
- Students achieve well across the curriculum, and exceptionally well in English.
- Teachers share the Principal's vision for the academy and are universally keen to develop and improve their practice.
- Learning is characterised by exceptionally good relationships between staff and students.
- Students behave exceptionally well around the site. The academy is a calm and safe environment for learning.
- Students understand well how to keep themselves safe. Senior leaders have ensured that all staff are effectively trained in how to keep children safe.
- Senior and middle leaders have developed an extremely strong culture of learning and development. Teachers value the wide range of training opportunities on offer and improve their practice as a result.
- The governing body has a strong understanding of the academy and holds the Principal and senior leaders firmly to account for its continued success. The work of the local governing body is strengthened and underpinned by the strong support and challenge of the sponsor.

It is not yet an outstanding school because

- Students are not always sufficiently challenged to think deeply about their learning, particularly in mathematics.
- Not all students improve and develop their work as a result of teachers' feedback.
- Some students do not take pride in the effective completion or neat presentation of their work.
- Not all middle leaders are equally effective in evaluating and improving the impact teaching has on students' learning.

Information about this inspection

- This inspection was of Winton Academy, which is co-located with Glenmoor Academy on a shared site. The academies work very closely under one Principal and one governing body, with the same senior leaders and teachers. Most policies and operating procedures are common across both schools. Students mix at social times, but are taught in single-sex lessons by teachers from both schools. The academies were inspected by two separate inspection teams and each has its own inspection report. However, these reports reflect the joint working practices of the academies and, for this reason, much of the text is identical.
- Inspectors observed 26 lessons. Several of these observations were conducted jointly with senior leaders. In addition, the inspection team made visits to a wide range of classrooms to scrutinise students' work and to observe behaviour.
- Meetings were held with the Principal, senior and middle leaders, groups of students, members of the governing body and the Director of Secondary Academies for United Learning. A telephone conversation was held with the local authority designated officer for safeguarding.
- Inspectors scrutinised a wide range of documentation including information on students' achievement, the academy's self-evaluation, minutes of meetings, records relating to the monitoring of teaching, behaviour and safety, and the safeguarding of students.
- Inspectors scrutinised samples of students' work and observed their behaviour and safety at break and lunch times.
- Inspectors took account of 26 responses to the online Parent View survey and 33 staff questionnaire returns. Written responses from parents were also considered.

Inspection team

Christine Raeside, Lead inspector

Her Majesty's Inspector

Elizabeth Bull

Additional Inspector

John Cavill

Additional Inspector

Gill Lamb

Additional Inspector

Full report

Information about this school

- Winton Academy is a smaller-than-average secondary school for boys. It became an academy on 1 September 2013, sponsored by United Learning.
- Most students are White British. A small proportion of students belong to a range of minority ethnic backgrounds.
- The proportion of students eligible for the pupil premium funding is lower than average. This is additional government funding to support students known to be eligible for free school meals and those in local authority care.
- The proportion of disabled students and those who have special educational needs is above the national average.
- No boys are currently educated in alternative provision.
- The academy meets the government's floor standards which set the minimum expectations for students' attainment and progress.

What does the school need to do to improve further?

- Sustain and embed good or better achievement across all subjects, and for all students, by ensuring that all teachers:
 - challenge all students to think more deeply about their learning, particularly in mathematics
 - check that all students make better progress and improve their work as a result of teachers' feedback, in line with the best practice in the academy
 - demand equally high standards from all students of the completion and presentation of their work.
- Develop middle leaders so that they:
 - are all equally skilled and effective in evaluating the impact of teaching on learning
 - secure and sustain high levels of achievement and progress for all students in all subject areas.

Inspection judgements

The leadership and management are good

- The Principal is intently focused on creating an outstanding learning experience for all students. He inspires confidence and commitment, such that the academy is characterised by a shared determination to succeed at the highest levels.
- Teaching, learning and behaviour have improved rapidly since the academy opened and are now good, with some aspects that are outstanding.
- There is a rich culture of self-evaluation and continuous improvement; staff are very well served by training opportunities that link to the academy's priorities for development. Senior leaders are focused on spotting and developing excellent teaching and leadership. Much of the high-quality training that takes place day to day is drawn from best practice within the academy.
- Senior leaders and governors hold subject leaders to account for students' achievement and insist on evidence of improvement before judging their effectiveness. Through highly effective coaching and mentoring, they are developing an equally strong understanding of accountability and rigour amongst middle leaders.
- Middle leaders are a cohesive and energetic team. They make rigorous checks on the quality of teaching in their subject areas and on whether teachers are following academy policy, for example by marking books according to agreed expectations. They understand and accept their accountability for delivering high achievement and excellent examination results. However, they are not all equally effective in modelling best practice or in highlighting how to improve learning. Some of their self-evaluation is over generous when set against the results or the quality of students' work in their subject areas.
- The culture of the academy is strongly conducive to good behaviour and learning. This is underpinned by a curriculum which provides students with a wide range of opportunities and experiences. Senior leaders review and adapt the curriculum to ensure that all students have access to courses that meet their needs and interests. For example, there are increasing opportunities to study modern languages and humanities in line with increased demand. Students receive good advice and guidance about the next steps in their learning.
- Learning is enriched by a strong focus on the arts and on valuing different cultural experiences. Music is a particular strength; the award-winning choir is highly valued. There are opportunities for students to reflect openly on what it means to endorse British values and to consider which values are most important to them (with 'good manners' coming top). Themes of resilience and determination feature in assemblies and in lessons; students know that they are expected to try hard, find out for themselves, consult a friend, before seeking help with a problem. They increasingly embrace these expectations by showing positive attitudes to learning and growing confidence in their ability to succeed.
- The emphasis on ambition and success applies to everyone in the academy. There is a shared pursuit of equality of opportunity and achievement for all. This is increasingly successful, with work in books showing good or improving progress for different groups of students, although the most able are not always sufficiently challenged.
- Senior leaders and governors monitor the use of pupil premium funding meticulously, ensuring that it is well focused on raising achievement, building confidence and widening horizons. They are acutely aware of underachievement by this group in the 2014 examination results, particularly in mathematics. They are keenly focused on reversing this and evidence in books shows that gaps in achievement, between students eligible for pupil premium and their peers in the academy, are closing.
- Senior leaders and governors ensure that all staff understand how to recognise when children may be at risk and what actions to take. Safeguarding policy and practice meet statutory requirements. The Principal takes appropriate advice from governors, the sponsor and the local authority if he has any concerns.
- **The governance of the school:**
 - The local governing body provides highly effective support and challenge to academy leaders. Governors are ambitious for high achievement and scrutinise the academy's work closely to ensure that it is continuously improving. They understand the academy's strengths and weaknesses very well and make good use of external reviews to test and challenge internal views of its performance. The most searching and telling of these are those provided by the sponsor. These reports shine a light on any variance in practice and check, routinely and robustly, on whether improvements have been made. Consequently, governors have a good grasp of the quality of teaching and achievement. They reward good performance and are prepared to withhold pay and progression if their standards and expectations are not met.

The behaviour and safety of pupils are good**Behaviour**

- The behaviour of students is good. They show great pride in themselves, their work and their academy. They know that they are valued as individuals and that their teachers want the best for them. In turn, they value one another and show mutual respect and understanding.
- Students behave with great courtesy and good manners around the school. They are very responsive to the emphasis the academy places on the values of equality, good manners and smart self-presentation. They treat the site and all who use it with care. They are very welcoming and polite to visitors.
- In lessons, students are eager to share their work and talk about their learning. They comply with high expectations of effort and presentation in their work; on occasions when this expectation is lacking, however, some books are untidy, with work incomplete or showing insufficient effort. Very occasionally, when regular teachers are not in attendance, students' attitudes to their work deteriorate and students achieve less than they should.
- Lessons proceed smoothly and efficiently; the academy places a great emphasis on punctuality and this is very well observed. There is little or no evidence of poor behaviour impeding learning. If this does occur, it is soon nipped in the bud by well-managed and effective sanctions.
- Some students show highly positive attitudes to learning and many are eager to find things out for themselves, and to show resilience with problem solving. This is a growing but not yet entirely consistent feature of learning.

Safety

- The academy's work to keep students safe and secure is good. Students feel safe and value how highly staff care for their well-being and security.
- Bullying is rare; records of poor behaviour show that any infringements are dealt with briskly and successfully. This has been a rapidly improving picture since the academy opened and exclusions have reduced markedly as a result.
- Attendance was below average in the early days of the academy and persistent absence was too high. This is also improving quickly, thanks to determined and concerted efforts by school leaders. Attendance is now average overall, with pockets of persistent absence which leaders are tackling assiduously.
- Academy leaders and governors follow statutory guidance on safe recruitment checks and on keeping children safe in education. The culture of the academy is to be vigilant and to report any concerns immediately. Procedures for doing so are widely publicised and understood.

The quality of teaching is good

- Teachers are committed to improving the quality of their practice. They undertake training which develops their skills in the classroom effectively. Teaching is good, and improving, and teachers are relentless in their determination to become outstanding practitioners.
- Very strong working relationships between teachers and students contribute to effective learning. Students follow instructions quickly and work well on their own and with each other; lessons proceed efficiently, with learning time fully utilised. Classrooms are calm and teachers have high expectations of students' work and behaviour.
- Teachers' strong subject knowledge is used to good effect when questioning students. Teachers accurately assess students' understanding of key concepts and ideas and further develop their learning through probing questions. Students are keen to participate in lessons; they respond positively to their teachers' passion and enthusiasm for their subjects. For example, in an English lesson, students were animated when discussing how to 'hook' the reader into a story. They manipulated language for effect and could explain how vocabulary and punctuation choices influenced the mood and tone.
- Students receive regular, helpful feedback from their teachers, including through marking and discussion during lessons. Whilst most students use this feedback to successfully improve their learning, not all students are equally effective in doing this.
- Teachers have comprehensive knowledge of each student's learning and progress. Most teachers use this to plan learning which enables each student to make at least good progress. Occasionally, however, activities planned for the most able students, particularly in mathematics, do not always require them to think deeply enough about their learning. This prevents these students from having a deep, conceptual understanding; as a result, students are able to explain what they have done but not always what they have learned.
- Teachers develop students' literacy, reading and numeracy skills well. They ensure, in particular, a

consistent approach to spelling and grammar in students' writing. Students known as the 'Grammar Police' support the accuracy of other students' punctuation and spelling by reading through and identifying corrections in each other's written work.

- Teaching assistants make a positive contribution to lessons. They have good relationships with students and work closely with individuals and small groups to support their learning effectively. They question students sensitively to prompt thinking and are careful not to develop an over reliance on their support.

The achievement of pupils

is good

- In 2014, the proportion of Year 11 students who left the academy with five GCSEs graded A* to C, including English and mathematics, was just below the national average. Students achieved particularly well in English and in ICT. In other subjects, for example science, history, and geography, achievement was weaker, and below average for some groups, including the most able.
- Current work shows the success of measures to reverse this underachievement and to capitalise on the best practice in the academy. History books, for example, show marked good progress, supported by meticulous teacher feedback and support. Where students understand clearly how to improve their work, they are motivated to do so, and progress is good.
- Students did not achieve as well in mathematics in 2014 as they did in English. Leaders, including the curriculum team leaders for mathematics, have taken decisive action to ensure they have an acute understanding of each student's current progress and to improve the quality of teaching in the department. As a result of this action, the progress current students make is good, and improving.
- Teachers closely monitor the progress of disadvantaged students, those eligible for pupil premium funding. They are fully aware of research and effective initiatives to improve the performance of this group of students and they incorporate these strategies into their teaching. In 2014, Year 11 disadvantaged students attained about a third of a grade behind their peers nationally in English and were about two thirds of a grade below their peers in the academy. In mathematics they were about one and a half grades below their peers nationally and about a grade behind other students in the academy. Gaps for current students are closing rapidly, particularly in mathematics, due to the good level of support they receive.
- Disabled students and those with special educational needs make good progress. Teachers and teaching assistants plan for, and meet, the individual needs of these students. A wide range of highly effective, personalised extra support sessions is provided for those that require it, particularly in literacy and reading. Students make very good progress as a result of this extra support.
- Students are encouraged to develop a joy of reading. Intensive extra support is effective in raising the reading ages of those below their chronological age. Older students read with younger students to improve their fluency and comprehension of texts; this also increases older students' desire to read.
- The most able students generally achieve well. Students enjoy being challenged and make the best progress when they are required to think deeply about their learning. Occasionally, teachers do not provide this high level of challenge and progress is limited. The school uses some early entry to examinations at GCSE level, but this does not hinder the progress students make.

What inspection judgements mean

| School | Grade | Judgement | Description |
|--------|---------|----------------------|--|
| | Grade 1 | Outstanding | An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment. |
| | Grade 2 | Good | A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment. |
| | Grade 3 | Requires improvement | A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection. |
| | Grade 4 | Inadequate | <p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p> |

School details

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|--|-------------------------------|
| Unique reference number | 140007 |
| Local authority | Bournemouth |
| Inspection number | 450131 |
| Type of school | Secondary |
| School category | Academy sponsor-led |
| Age range of pupils | 11-16 |
| Gender of pupils | Boys |
| Number of pupils on the school roll | 653 |
| Appropriate authority | The governing body |
| Chair | Mrs Mandi Barron |
| Headteacher | Benjamin Antell |
| Date of previous school inspection | Not previously inspected |
| Telephone number | 01202529738 |
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