

Winton Community Academy

London Road, Andover, Hampshire, SP10 2PS

Inspection dates

3–4 December 2013

Overall effectiveness	Previous inspection:	Not previously inspected	
	This inspection:	Inadequate	4
Achievement of pupils		Inadequate	4
Quality of teaching		Inadequate	4
Behaviour and safety of pupils		Inadequate	4
Leadership and management		Inadequate	4

Summary of key findings for parents and pupils

This is a school that requires special measures.

- Students make inadequate progress in English and mathematics and most other subjects because of inadequate teaching. Achievement is inadequate because GCSE results are below that of other schools nationally, and students do not make the progress that they are capable of.
- Leaders and governors do not check the progress of different groups of students accurately enough so they do not know whether students eligible for pupil premium funding, disabled students and those with special educational needs are achieving as well as they should. As a result, gaps in achievement are not closing quickly enough.
- Teaching is inadequate because expectations and aspirations are too low. Evaluations of teaching are over generous because they are not linked to students' progress.
- Senior leaders and leaders in charge of subjects are not held fully responsible for improving the quality and consistency of teaching or the progress students make; predictions of students' performance are unrealistic and inaccurate.
- Leadership and management are inadequate because the academy is not improving quickly enough. Roles and responsibilities do not match fully those required of senior and middle leaders so energy is wasted on actions that are not focused sufficiently on raising achievement.
- Monitoring procedures are subjective and do not make sufficient reference to the impact of teaching on students' achievement.
- Students do not have equal opportunities to achieve their potential. The range of subjects offered at Key Stage 4 does not provide enough challenge for the most able students, so they are not adequately prepared for the next stages of their education, training or employment.
- Students' behaviour is inadequate. Many students have poor attitudes to learning and do not take an active interest in their studies. Low ambitions, uninspiring teaching, and studying subjects at the wrong level have eroded confidence in their ability to learn.

The school has the following strengths

- High levels of pastoral support allow students to feel safe and well cared for.
- Students who study work-based subjects, and part-time courses at college, achieve well.
- Students in Year 7 make better progress because of innovative teaching projects that focus on improving their literacy, communication and mathematical skills.

Information about this inspection

- Inspectors observed 28 lessons, of which nine were jointly observed with senior leaders and leaders in charge of subjects. Visits were made to a further three lessons accompanied by a senior leader to assess the quality of learning during tutor supervised sessions.
- Meetings were held with the headteacher, senior leaders, leaders in charge of subjects, the Chair of the Governing Body and two other governors, a representative from the academy chain and five groups of students.
- Inspectors took account of the 18 responses to the staff questionnaire and 19 responses to the online questionnaire (Parent View) received by the end of the inspection.
- The inspection team observed the academy’s work, scrutinised the academy’s information about students’ achievement, examined records relating to behaviour, attendance and exclusions, and looked at documents used by leaders and governors to monitor and evaluate the academy’s work.

Inspection team

Anne Wellham, Lead inspector

Her Majesty’s Inspector

Keith Homewood

Additional Inspector

Joseph Skivington

Additional Inspector

Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

The school should not appoint newly qualified teachers.

Information about this school

- Winton Community Academy opened in November 2012. The academy is sponsored by The Academies Enterprise Trust. This was the first section 5 inspection since becoming an academy.
- It is a smaller-than-average-sized secondary school with a higher proportion of girls than boys.
- The proportion of students eligible for the pupil premium is higher than the national average. This is additional government funding for students in the care of the local authority, those with a parent or carer in the armed forces, and those known to be eligible for free school meals.
- Almost all students are of White British heritage. The proportion of students from minority ethnic groups is below the national average. The proportion of students who speak English as an additional language is much lower than average.
- The proportions of students supported at school action, and at school action plus or with a statement of special educational needs, are above average. The main identified needs are moderate learning difficulties.
- The academy provides education or training for students away from school as part of a consortium with three local colleges.
- The academy does not meet the government's current floor standard, which sets the minimum expectation for students' attainment and progress.
- At the time of the inspection the interim Principal had been in post for three weeks. The previous Principal resigned and left the academy during half term.
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What does the school need to do to improve further?

- Rapidly improve achievement so that students make consistently good or better progress across all subjects and at all levels, especially in English, by making sure that:
 - all leaders, managers and teachers collect accurate information and use it consistently to check students' progress against their starting points and match it to the quality and consistency of teaching and learning
 - the progress of students eligible for pupil premium, disabled students and those with special educational needs is tracked and recorded accurately so that support can be targeted effectively
 - subject leaders and teachers understand what constitutes good and outstanding achievement, so that they can check students' work correctly and predict accurately what each student is able to achieve.
- Improve the quality of teaching by:
 - eradicating low expectations so that leaders, teachers and students strive relentlessly for the best

- making sure that teachers use information about students’ different levels of abilities and needs to challenge all students and extend their thinking
 - planning ambitious, varied and exciting activities in all lessons to revive students’ interest in learning and allow them to improve their attitudes, gain confidence and self-esteem, and behave consistently well.
 - Rapidly improve the effectiveness of leadership and management and governance by:
 - restructuring leadership at all levels so that roles and responsibilities match those required of senior and middle leaders and are focused strongly on raising achievement
 - reviewing the range and level of subjects offered for study at Key Stage 4 so that all students, particularly the most able, can reach their full potential
 - making sure that all senior leaders and leaders in charge of subjects regularly check the quality and consistency of teaching and know how to improve it
 - making sure that the governing body has reliable and accurate information to check whether actions taken to improve performance are improving achievement.
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Inspection judgements

The achievement of pupils

is inadequate

- Achievement is inadequate because expectations are too low and weak teaching has not been tackled effectively. As a result, students are not making the progress they are capable of in all subjects. The proportion of students who gain five or more GCSEs at grades A* to C, including English and mathematics, is below the national average.
- Very few students gain the highest grades at GCSE. Opportunities to move on to study a range of subjects at A level are limited for the most able students, because the range of available subjects is not wide enough. The most able students who study vocational subjects achieve well, but these courses are not always challenging enough for their abilities. Consequently, the academy's approach to the promotion of equality of opportunity is inadequate.
- Achievement in English and mathematics has not improved quickly enough. In 2013, a lower proportion of students achieved grades of A* to C at GCSE than nationally. A lower proportion of students, compared to those in other schools, made reasonable progress in English and mathematics, particularly the most able. The academy's predictions of what students in Year 11 taking examinations in 2013 would achieve, particularly in English, were inaccurate. The policy for early entry for GCSE examinations has not improved the achievement of students.
- Students do not develop and apply skills in communication, reading, writing and mathematics; this does not prepare them well for the next stage in their education, training or employment. This has been recognised and is being dealt with effectively in Year 7. These students' skills in reading, writing and numeracy are improving quickly because of a well-planned, relevant range of subjects that focuses on their needs and abilities. Progress is tracked carefully so that any gaps in achievement can be tackled at the earliest opportunity.
- Senior leaders and teachers in charge of subjects do not have a clear picture of how well different groups of students are learning, particularly those eligible for pupil premium, disabled students and those with special educational needs and the most able. This is because the information they collect about their progress is inaccurate or unreliable. The progress of White British students, those from minority ethnic groups or those learning English as an additional language is not analysed carefully. As a result, they are not taking effective action to close the gaps in achievement. Additional funding for Year 7 to catch up in reading is starting to make a difference for current students because it is tracked carefully.
- In 2013, the achievement of Year 11 students who were supported by additional funding from the pupil premium was inadequate. They achieved similarly low results in examinations at GCSE, and made the same inadequate progress, as other students in the school. The attainment of these students in English was in line with that of other students in the school and in mathematics was equivalent to one quarter of a GCSE grade lower.
- Students who study part time at a local further education college benefit from a carefully structured programme which provides relevant skills and qualifications that prepare them well for progression to further education or for training and employment.

The quality of teaching

is inadequate

- Teaching across the academy ranges from good to inadequate, so students' experience of learning, and the quality of feedback, is too variable for students to be successful. In too many lessons teachers' low expectations limit students' aspirations. Students go through the motions and follow instructions, but mediocre or unfinished work is too readily accepted by teachers.
- In lessons where teachers are ambitious for their students they plan tasks that challenge them to work things out themselves and provide activities that inspire them, particularly in creative subjects such as art, photography and theatre studies.
- Information collected about the progress of students is not accurate because not all teachers have the necessary skills needed to make secure judgements on the level of work being

produced. Tasks and activities are not planned to take account of the needs of different students and teaching does not encourage students to extend and justify their thinking. As a result students get bored. This slows their progress, they begin to lose motivation, their interest wanes and some begin to misbehave.

- Teaching in Year 7 is much better than in other year groups, and expectations are much higher. The purpose of the work is carefully explained and lessons are structured so that students work at the right level. Feedback through detailed marking and an expectation that students will respond to the advice given by teachers and other adults and take responsibility for improving their work motivate them to learn well.
- Developing students' literacy and mathematics has been given a high priority. Teachers' understanding of the expertise they need to acquire to develop students' skills has improved, but has not been consistently applied across all subjects. The good practice observed in Year 7 is not being shared among other teachers quickly enough.
- Some examples of good quality marking were seen that identified clearly and precisely for students what went well and gave advice on how to improve. In some lessons, teachers marked work regularly, but feedback was limited in its effectiveness because it only focused on improving basic skills and presentation rather than developing students' understanding of the subject.

The behaviour and safety of pupils are inadequate

- Behaviour is inadequate because students' attitudes to learning have not been developed well. Students do not actively involve themselves in study. This is a direct result of teaching that fails to challenge and inspire, an inadequate range of subjects that perpetuates low aspirations and unrealistic assessments of progress. Students report that their learning is disturbed in some lessons by low-level disruption when students become frustrated or bored.
- Students are polite and friendly and generally treat each other and adults with respect as they move around the academy. They report that they feel safe, although a few feel that the behaviour of some Year 11 students can sometimes be intimidating. Nearly all parents and carers who responded to Parent View stated their child feels safe and is happy at the academy.
- Actions taken to improve attendance have had some success so that it is now in line with the national average. The attendance of the few students who stay away from school for long periods is not improving quickly enough despite the academy's extensive efforts. The academy provides appropriate support to improve the behaviour of those at risk of being excluded.
- Students are aware of the different forms of bullying, including cyber bullying and homophobic and racist name-calling. They report that they are confident that any bullying would be dealt with, but feel that some teachers treat it more seriously than others. An absence of displays, posters and information about anti-bullying around the school prevents the message being reinforced consistently.
- Students value the clubs and activities that take place outside lessons, particularly in sports, art and music, and many are enthusiastic about the weekly 'Student Voice' meetings where they can raise and discuss issues that are important to them. However, opportunities to deepen their understanding of and respect for other beliefs, values and cultures are limited. As a result, they are not prepared well for living in a diverse, multicultural society.
- Students of different ages mix together well in the daily mentor sessions. However, this time is wasted by some teachers who allow students to chat rather than using this valuable time to reflect on, and share, their experiences or to improve their learning.

The leadership and management are inadequate

- Leadership and management are inadequate because the academy is not improving quickly

enough.

- The leadership structure of the school is top heavy.. Most teachers have additional responsibilities for aspects of learning, but these are not making a difference to students' achievement. The leaders of subjects are not being held to account for the consistency of the quality of teaching in their departments and the impact that it is having on students' learning. Judgements about the quality of teaching are over generous.
 - Over-optimistic predictions of student performance during the first term of the academy's existence mask fundamental weaknesses in leadership at all levels. The range of subjects offered at Key Stage 4, particularly for the most able, is limited. The most recent evaluations of performance are more realistic and hard hitting. Leaders and governors recognise that urgent action needs to be taken to improve performance.
 - Leaders and managers do not track and analyse the progress of different groups of students well enough. They do not know whether the extra money that the academy receives to support the achievement of students known to be eligible for the pupil premium is making a difference to their achievement. Similarly, they do not know how well students who need extra help are progressing, or whether the support they receive is improving their progress.
 - Leaders check the performance of teachers, but when decisions about teachers' pay and progression are made they are based on an over-generous evaluation of the quality of teaching and learning and not linked closely to students' progress.
 - The interim Principal has settled the school, gained the confidence of staff, and has set clear priorities for improvement in a short time.
 - The academy meets all government requirements in relation to the safeguarding of students.
 - The academy sponsor's support and challenge in helping the school to improve since becoming an academy has been extensive. However, this support has had minimal impact in improving achievement and outcomes for students.
 - **The governance of the school:**
 - Governors have not taken decisive action to improve aspects of the academy's performance. They bring a range of knowledge and expertise to the academy and are committed to moving the academy forward. They have received training, and have asked challenging questions of leaders. Despite this, they are not effective enough because they have been much too reliant on senior leaders for information and are too easily satisfied with poor quality responses not backed up by evidence. This has misled them into thinking that information on the school's performance and the quality of teaching are better than they are.
 - They are not involved sufficiently in checking teachers' performance to inform salary progression or in evaluating the impact of pupil premium funding on achievement.
 - Governors fulfil their statutory responsibilities well, including for safeguarding.
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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

Unique reference number	138920
Local authority	Hampshire
Inspection number	433614

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Secondary
School category	Academy Sponsor Led
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	462
Appropriate authority	The governing body
Chair	Amanda Tarbart
Headteacher	Sharon Watt
Date of previous school inspection	Not previously inspected
Telephone number	01264 351822
Fax number	01264 351823
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