

Winton Community Academy

London Road, Andover, Hampshire SP10 2PS

Inspection dates

17–18 January 2018

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The inspirational headteacher's clear vision and determination have been pivotal in improving the school. Governors and staff are committed to the school's continued improvement.
- Pupils are very proud of their school. They are polite and friendly. They reflect the positive ethos of the school well.
- Pupils' welfare is the school's highest priority. Safeguarding is managed very effectively. Pupils say that they feel safe in school and the vast majority of parents and carers agree.
- Additional funding for disadvantaged pupils is used well. Most make similar progress to other pupils nationally.
- Teaching is good overall. Leaders have high expectations of their staff. Minor inconsistencies in the quality of teaching are being tackled effectively and supportively.
- Outcomes have risen over time. Pupils make good progress across most subjects, especially in mathematics. Where outcomes have not been as strong, progress is improving as a result of more effective teaching.
- Leaders and governors have a good understanding of their roles and responsibilities and have used this to improve all aspects of the school. They are fully aware of the need to provide further development opportunities for leaders to improve teaching, raise standards and refine whole-school assessment systems.
- Provision for pupils who have special educational needs (SEN) and/or disabilities is not effective enough because these pupils do not make good progress.
- Most parents have high levels of trust and respect for leaders and teachers. One summed up the views of many by saying, 'I cannot stress enough just how much we admire and support the headteacher and his team.'

Full report

What does the school need to do to improve further?

- Those responsible for governance and leadership should:
 - continue to provide development opportunities for leaders so that they can have a greater impact on improving teaching and raising standards
 - refine the whole-school assessment system so that it provides more accurate information about pupils' current outcomes.
- Further develop the quality of teaching and learning so that:
 - pupils make consistently strong progress from their different starting points, particularly middle-ability pupils
 - teachers' planning more effectively considers the learning needs of different groups of pupils, particularly those who have SEN and/or disabilities.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher's determination to achieve the very best for pupils at Winton Community Academy has driven the school's continued improvement so that it is now good. The headteacher has been pivotal in creating an ambitious culture where staff and pupil morale is very positive. Several staff praised his leadership, with one saying, 'He has a clear vision and his enthusiasm is contagious.' Parents also recognise the impact of the headteacher on the school, with several calling him 'inspirational'. Pupils, too, were quick to point out that 'This school is so much better and it's because of the head.'
- Since the previous inspection, the work of leaders has been streamlined, including through changes to the leadership team. Senior leaders have a clear understanding of the school's strengths and weaknesses, and are more noticeably focused on ensuring that there is further improvement. They share the headteacher's determination that standards are raised within a kind and thoughtful community. Together, they have taken action which has transformed the ethos of the school so that it is a positive, friendly place to learn.
- Leaders are unrelenting in their determination to raise the quality of teaching, learning and assessment in the school. Leaders use what they find from lesson visits and scrutiny of pupils' work to identify areas for further improvement in teaching. Leaders are responsive to the needs of teachers, helping them to hone their skills through providing better feedback, support and training. Pupils reflect, 'Teaching is much better and we are learning so much more.' However, leaders are not complacent. They know that their next steps are to make sure that teachers' planning focuses more carefully on the needs of different groups of pupils and to refine the whole-school assessment system so that it provides more accurate information about pupils' progress and attainment.
- Middle leaders feel well guided, valued and listened to. Several are relatively new to post. They are starting to monitor and support the work of their teams more effectively, for example in ensuring that teaching is of a more consistent quality within their departments. However, leaders recognise that further development of middle leaders' skills is necessary to ensure continued improvement to the quality of teaching and learning and of pupils' outcomes.
- Pupils who did not achieve the expected standards at key stage 2 in reading, writing and mathematics benefit from the extra support funded by the Year 7 catch-up premium. Nearly all of them are helped to make faster progress when they join the school, and several such pupils move quickly on into mainstream lessons.
- Disadvantaged pupils make good progress to overcome any barriers to learning because pupil premium funding is allocated carefully. Leaders are constantly refining its use, as they recognise that these pupils need to make accelerated progress over time.
- Leaders have developed a curriculum where pupils' literacy, rightly, has prominence. For example, in history, pupils considered the difference in meaning between the terms 'assassination' and 'murder'. Through such discussions, pupils are encouraged to be thoughtful, positive and respectful. For example, in science, pupils learning about

selective breeding sensitively weighed up the benefits to the food industry alongside the moral complexities involved. Such experiences support pupils' spiritual, moral, social and cultural development well.

- The curriculum is carefully designed to meet pupils' different interests and needs. At key stage 4, pupils pick from a range of academic and vocational subjects, with practical subjects such as photography and drama being very popular. Leaders are vociferous in making sure that effective information, advice and guidance are raising pupils' aspirations and ensuring that pupils are on the right pathway for future success. This is working well. Last year, all pupils went on to further education, training or employment, with increased numbers aiming for university.
- Pupils are very well prepared for life in modern Britain. Democracy is an integral part of the school. Pupils have numerous opportunities to voice their opinions about their learning and life in school. Pupils see real changes as a result of the issues they raise. Recent examples include revitalising the central courtyard in school to make it a more attractive and vibrant place to be at break and lunchtimes.
- The numerous extra-curricular activities are popular among pupils. Performing arts and sporting clubs were especially praised by pupils. The debating club and student voice group were also mentioned as places where pupils feel valued and able to make a difference. Such activities add to pupils' sense of belonging and enjoyment in the school and contribute well to their personal and social development.
- Leaders and governors are reviewing the effectiveness of funding for pupils who have SEN and/or disabilities. This is because, while well cared for, these pupils do not make enough progress.
- Additional support provided by the Academies Enterprise Trust and Kings' School, Winchester has been effective, for example in improving the quality of teaching and learning in some subjects and the achievement of most-able pupils.
- Leaders have worked effectively to develop strong relationships with parents and the local community. Local businesses recently attended the school's Christmas 'fayre' and support the school's careers advice programme. Parents are regularly invited into school to keep them informed and to allow them to voice their opinions. The confidential Ofsted survey, Parent View, reflected these improvements. For example, one parent said that they had been 'completely won over by the staff and pupils', adding, 'I would always recommend the school to other parents.'

Governance of the school

- The governing body makes a very strong contribution to the overall leadership of the school. Governors are acutely aware of the school's strengths and those areas that could be improved. They possess a broad range of skills which they use to check and support the work of the school very effectively. They visit regularly to check how well the school is performing. Governors assure themselves that safeguarding and other statutory requirements are met.
- Governors have supported the headteacher very well in brokering additional useful support, for example from school advisers in the multi-academy trust and from a local teaching school. This support has helped the school's rapid improvement.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders and governors make sure that staff are well trained in safeguarding and child protection. Staff know the pupils well and are quick to report any concerns they have about a pupil's welfare. These concerns are acted on in a timely way, including by liaising with families and through referrals to outside agencies when pupils need additional help.
- Pupils said that they feel safe and well cared for in school. They all identified a 'go-to person' that they can talk to if they have any concerns. They also know to use the 'safeguarding email' if they do not feel up to voicing their worries directly. Virtually all parents who responded to the online Parent View questionnaire said that they feel their children are safe in school.
- The school's personal, social, health and economic education programme includes regular reminders about how to manage risk safely. Consequently, pupils have a good understanding of how to keep themselves safe in their community and online. For example, they understand the dangers of 'sexting' and of talking to strangers when playing computer games. They know that it is important to report concerns to an adult or the police.
- Leaders and governors are well trained in safer recruitment procedures. The school's single central record of staff is kept thoroughly.

Quality of teaching, learning and assessment

Good

- The quality of teaching, learning and assessment is improving and this has helped to improve the achievement of pupils. This is because regular monitoring by leaders accurately identifies strengths and any areas to improve in teaching. Individuals are supported well to improve and refine their teaching skills.
- Positive relationships between staff and pupils, as well as clear and consistent routines, have built trust. Pupils respect their teachers and each other. They listen to each other attentively and discuss their learning sensibly. Pupils are increasingly confident in participating in activities because teachers have worked hard to instil a culture where, 'It's okay to get things wrong as long as you try.'
- Where teaching is most effective, it takes into account pupils' different starting points and uses a range of strategies to meet pupils' needs and hold their interest. Teachers ask questions skilfully to check pupils' understanding. They use their strong subject knowledge to provide support and advice for pupils to move their learning on.
- Teachers understand the need to stretch pupils' learning, including that of the most able and disadvantaged pupils, to maximise the progress they make. This was seen in English, where pupils considered carefully different perspectives on the female characters in Macbeth. Pupils found this challenging, but enjoyable. Several said that they especially like lessons where teachers set difficult work, with one explaining, 'It gives me a real sense of achievement when I do well.'
- Pupils appreciate opportunities to learn for themselves in a practical way. In photography, pupils experimented with different camera settings when taking close-up

images to show facial expressions. In science, pupils' natural inquisitiveness was harnessed well as they used their reasoning skills to work out why an electrical circuit would not work.

- Teaching in mathematics is especially strong. Teachers ensure that pupils develop their problem-solving, fluency and reasoning skills well so that they make strong progress. Pupils spoke very highly of the teaching in mathematics. They appreciate teachers' use of effective assessment and feedback, which are increasing their confidence and mathematical understanding.
- The teaching of reading is effective. Pupils read every day and adults support them well in choosing texts which will interest and challenge them. Those pupils who need extra support in reading receive it, particularly when they join school. This additional help is working to improve pupils' fluency and confidence in reading so that they are better able to access the whole curriculum.
- In most cases, teachers use their assessments of what pupils can and cannot yet do to plan learning which is helping pupils to make better progress. Pupils value advice on how to edit and improve their work. This practice is especially strong in history and mathematics. However, sometimes pupils are not clear enough about how to improve because feedback is not precise enough. The whole-school assessment system is, rightly, under review to ensure that it provides leaders with a more accurate profile of pupils' overall outcomes.
- Homework is used appropriately to stretch pupils' learning and build on their understanding. Where needed, pupils access extra support in school. Pupils and their parents find the online system for recording homework helpful in keeping track of the work set. Older pupils also appreciate 'prep time', which they use to practise skills and embed their understanding of topics studied.
- There are pockets of weaker teaching, for example where expectations of pupils' good progress or behaviour are not high enough or when activities are not sufficiently interesting or engaging. This leads to some pupils being unproductive and their attention wandering. Leaders are addressing weaker teaching through additional support and monitoring.
- Sometimes, teachers' planning does not consider the needs of different groups of pupils well enough. This is particularly the case for pupils who have SEN and/or disabilities. Some strategies to overcome this are in place. However, they are not embedded well enough throughout the school.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Leaders and teachers have created a very caring and inclusive environment. They know pupils very well, respond to their particular needs promptly and liaise with parents regularly and effectively.
- Pupils' welfare has top priority. Pupils know that they will be taken seriously if they have any concerns. The school promotes pupils' good mental health in a number of ways. For example, the '5 a day' initiative prioritises raising pupils' self-esteem through

encouraging positive thinking, praise and being proud of their own achievements.

- There are numerous opportunities for pupils to develop leadership skills. Prefects help keep good order at lunchtimes, and the very active student council brings pupils' ideas and any concerns to school leaders regularly. For example, pupils organised their own Christmas 'fayre', running the day themselves. The student council is now consulting with pupils about how best to spend the money raised. As one pupil said, 'This is definitely a listening school.'
- Pupils enjoy learning outside the classroom, including through extra-curricular sporting and performing arts clubs, trips and visits. A programme of visiting speakers, including ex-pupils talking about their careers, has proved popular and is helping to raise aspirations. Pupils spoke warmly of a recent trip to Spain where they got to practise their language skills and sample the local food.
- Pupils are proud of their school. They speak clearly about the importance of equality and of accepting people's differences. No derogatory language was heard during the inspection. Pupils, parents and staff confirmed that bullying is rare in school. They appreciate the 'stop' email address they can use if they have a concern about bullying. Pupils said that they rarely fall out but, should this happen, adults help to sort it out calmly.
- A few pupils attend an alternative provision at Andover Education Centre. Liaison between the centre and school is strong and ensures that these pupils are well cared for and making progress.

Behaviour

- The behaviour of pupils is good.
- Pupils said that this is a happy school. They conduct themselves in an orderly manner as they move around the school. They are welcoming, friendly and polite to each other and to adults.
- Most pupils behave very well in lessons. Pupils are almost always attentive and respectful. Pupils said that they like the raised expectations for their standards of behaviour because it helps them to learn more effectively. However, there are some pockets of poor behaviour. For example, when teaching does not hold pupils' interest, some pupils can lose focus. Pupils said that such instances of disruption are increasingly rare and are resolved quickly.
- Attendance at the school is improving so that it is close to the national average. This is because of leaders' effective work to promote the importance of good attendance and to help those who struggle to come to school more regularly. The attendance of disadvantaged pupils and those who have SEN and/or disabilities, while improving, is still below the national average.

Outcomes for pupils

Good

- Since the last inspection, standards by the end of Year 11 have risen. Last year, pupils made similar progress by the end of key stage 4 to pupils nationally across a broad range of subjects. Above-average proportions attained at least grade 5 in both English

and mathematics. This is because of much better teaching and an improved culture of learning in the school. Work in the books of current pupils indicates that pupils' rates of progress continue to improve.

- Most disadvantaged pupils achieve standards broadly in line with other pupils nationally. A minority miss some school for well-founded reasons, including medical treatment. While this can mean that these few pupils do not achieve as highly as others, leaders provide carefully tailored and effective support, including in alternative provision.
- Most pupils achieve well from their different starting points. Pupils with lower prior attainment consistently reach standards in line with others who have similar starting points nationally. Leaders have successfully increased teachers' expectations of what most-able pupils can achieve. Consequently, they are challenged more appropriately and now make progress in line with their peers nationally.
- Pupils' progress in mathematics is a strength of the school. Pupils' fluency and problem-solving skills are developing well as a result of strong teaching. Pupils said that they appreciate the consistent approach to learning in mathematics, which is giving them confidence to attempt harder work.
- Learning in science and English is inconsistent but improving. In most cases, effective teaching is currently helping pupils to catch up from where they have been exposed to weak teaching in the past. Most teaching is ensuring that gaps in knowledge are addressed well. Leaders are tackling remaining weaknesses in teaching, and this is leading to higher standards.
- Pupils' progress in other subjects is at least secure, with particular strengths emerging or being maintained, for example, in photography, drama, religious studies and history. Standards in some subjects have not improved at the same rate as others. Leaders are supporting teachers in improving their skills and practice in these areas. This includes making sure that pupils' knowledge and understanding of topics are more secure than in the past.
- Some middle-ability pupils, particularly boys, do not make strong enough progress across the whole curriculum. This is especially the case where teaching is weaker or when levels of challenge are not high enough. Leaders' work to address this is in its early stages and is starting to make a difference for current pupils.
- Pupils who have SEN and/or disabilities do not make sufficiently rapid progress. This is because work is not matched precisely enough to meet these pupils' needs. Leaders have identified this as a key priority and have put in place changes to how pupils are supported both in and out of lessons. Further support and training for teachers are ongoing.
- Pupils are well prepared for the next stage of their education, training or employment. Leaders have worked hard to improve this aspect of the school's provision and to raise pupils' aspirations for the future. Pupils benefit from good-quality careers advice and guidance, including from the careers adviser, and visits from local businesses. Pupils say that they feel well informed about the range of opportunities open to them at age 16 and are well supported in achieving their aspirations for the future.

School details

Unique reference number	138920
Local authority	Hampshire
Inspection number	10040936

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

Type of school	Secondary comprehensive
School category	Academy sponsor-led
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	488
Appropriate authority	Board of trustees
Chair	Steve Cottrell
Headteacher	Nathan Thomas
Telephone number	01264 351822
Website	www.wintoncommunityacademy.org
Email address	contactus@wintoncommunityacademy.org
Date of previous inspection	13–14 January 2016

Information about this school

- Winton Community Academy opened in November 2012. It is sponsored by the Academies Enterprise Trust.
- The school is smaller than the average-sized secondary school.
- Since the last inspection, there have been significant changes in staffing, including a restructuring of leadership roles.
- The proportion of disadvantaged pupils is above the national average.
- Most pupils are of White British heritage. The proportion of pupils from minority ethnic groups is below the national average. The proportion of pupils who speak English as an additional language is lower than average.
- The proportion of pupils who have SEN and/or disabilities is above the national average.
- The school uses the Andover Education Centre as alternative provision for six pupils.

- The school receives support from the Academies Enterprise Trust and Kings' School, Winchester.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

Information about this inspection

- Inspectors visited 38 lessons to observe learning, talk to pupils and look at pupils' work. Several of these observations were carried out jointly with senior leaders.
- Inspectors carried out a work scrutiny with senior and middle leaders.
- Inspectors met with the headteacher and senior leadership team, middle leaders and groups of teachers. The lead inspector met with a group of governors and also spoke on the telephone to representatives from the Academies Enterprise Trust and to the headteacher of Kings' School, Winchester. An inspector spoke on the telephone to representatives from the Andover Education Centre.
- Inspectors spoke to pupils at break and lunchtimes, met formally with groups of pupils and considered the views of the 63 pupils who responded to the confidential pupil survey.
- Inspectors reviewed a range of documentation, including school self-evaluation and improvement plans, behaviour logs, school policies, monitoring records and information about attendance.
- A review of safeguarding was carried out, including a check on the single central record and scrutiny of child protection and safeguarding documents.
- Inspectors took into account 56 responses to the Parent View online questionnaire, including 56 free-text comments, and 38 responses to the confidential staff survey.

Inspection team

Catherine Old, lead inspector	Her Majesty's Inspector
Harry Kutty	Ofsted Inspector
Susan Willman	Ofsted Inspector

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