

Suite 22  
West Lancashire Investment Centre  
Maple View  
White Moss Business Park  
Skelmersdale  
WN8 9TG

T 0300 123 1231  
Text Phone: 0161 6188524  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

Direct T 01695 566934  
Direct F 01695 729320  
Direct email: gtunncliffe@cfbt.com



15 October 2010

Mr John Fitzgerald  
Headteacher  
Winterton Comprehensive School with Specialist Status in Engineering  
Newport Drive  
Winterton, Scunthorpe  
DN15 9QD

Dear Mr Fitzgerald

**Special measures: monitoring inspection of Winterton Comprehensive School with Specialist Status in Engineering**

Following my visit with Ariane Roberts, Additional Inspector, to your school on 13 and 14 October 2010, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. I would also like to thank you for allowing David Brown to shadow the inspection.

The inspection was the second monitoring inspection since the school became subject to special measures following the inspection which took place in December 2009. 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 – **satisfactory**

Progress since previous monitoring inspection – **satisfactory**

Newly qualified teachers: the lead HMI will give consideration to requests made by the school to appoint newly qualified teachers, but this will be restricted to those departments which can demonstrate that they have the capacity to support the needs of any likely appointee fully.

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 North Lincolnshire.

Yours sincerely  
Tanya Harber Stuart  
**Her Majesty's Inspector**

## **Annex**

### **The areas for improvement identified during the inspection which took place in December 2009**

- Improve students' progress and raise attainment, by:
  - eradicating inadequate teaching and improving the overall quality so that it is at least good
  - sharing more effectively the good practice seen in some subjects
  - introducing an accurate and more regularly used system for monitoring the quality of teaching.
- Improve the tracking of students' progress, by:
  - introducing a rigorous and meaningful system of assessing students' progress
  - using reliable data across all subjects and within each lesson
  - ensuring that students know their targets, understand their level or grade and know exactly how to improve their work.
- Robustly monitor the impact of the curriculum to ensure all students extend their learning and experience lessons that are well planned and provide carefully targeted learning opportunities for the full range of abilities.
- Improve leadership and management, by:
  - ensuring that leaders and managers at all levels, including governors, improve existing processes to monitor the work of the school and the progress of students' learning
  - using the improved data tracking of students' progress to trigger immediate action to redress any reduction in anticipated examination outcomes.

## **Special measures: monitoring of Winterton Comprehensive School with Specialist Status in Engineering**

### **Report from the second monitoring inspection on 13–14 October 2010**

#### **Evidence**

Inspectors observed the school's work, scrutinised documents and met with the headteacher, the two deputy headteachers, members of staff, including those with leadership and management responsibilities, a representative group from the governing body, groups of students, representatives from the local authority and the School Improvement Partner. Inspectors also spoke with the National Leader in Education partner. Inspectors observed 23 part lessons, 14 of which were joint observations with leaders and managers in the school. Middle leadership and management were the foci for this monitoring visit.

#### **Context**

Since the last inspection, the newly appointed deputy headteacher has taken up post. Eight teachers left the school for September 2010 and six started. The head of English returned from maternity leave in September.

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

In 2010, 76% of students in Year 11 left the school with five A\* to C grades at GCSE. This exceeded the challenging target which the school set itself. However, only 44% of students managed to achieve five A\* to C grades including English and mathematics. This figure is considerably below the school's target and below what would be expected given the students' starting points. Students' attainment varied greatly between subjects. For example, in the specialist status subject of science attainment was much better than other subjects with 83% of students achieving two A\* to C grades.

Good practice in teaching is being shared more effectively. There are fewer inadequate lessons. There are more lessons where the students are supported to make good, and in some cases, outstanding progress. However, the quality of teaching is still too varied to enable the students to make at least satisfactory progress in all subjects.

Teaching is now monitored more regularly. Teachers are more accurate in their monitoring of teaching and they are able to identify the strengths and weaknesses in lessons. A coaching programme is in place, supported by external agencies, to help teachers to plan and teach lessons to enable the students make better progress. The

school's ongoing monitoring shows that this programme has had a positive impact on improving teaching, which was seen by the inspection team.

Challenging targets are set for the students and marking is now more regular. Although the overall quality of assessment has improved since the last monitoring inspection, there is still considerable variation between subjects. Some assessment is very good, it helps the students know what they have to do to improve and enables them to act on that advice.

Progress since the last monitoring inspection on the areas for improvement:

- improve students' progress and raise attainment – **satisfactory**
- improve the tracking of students' progress – **satisfactory**

### **The effectiveness of provision**

The new Key Stage 4 curriculum meets students' needs and interests better. It is having a positive impact on students' attainment and achievement. The specialist subjects are leading the way in developing students' independent learning skills. In addition, the school is reacting positively to making curriculum changes, for example, in Key Stage 4 more students are now taking triple science at their own request.

In some lessons, the curriculum is being altered and adapted to meet the needs and interests of students. In these lessons students are supported to make good or even outstanding progress. However, this is not consistent. Curricular interventions occur in all years. The paired reading scheme and one-to-one tuition have both had a positive impact on students' outcomes.

Inspectors judged a greater proportion of lessons to be good or outstanding than at the last monitoring inspection. However, there is still a very small minority of lessons in which students do not make satisfactory progress. In the better lessons, the careful planning, which takes into consideration the differing needs of the students, results in them being provided with appropriate, engaging and challenging tasks. In these lessons students are enthusiastic and keen to learn and they make good and, in some cases, outstanding progress.

In less-effective lessons planning tends to be task orientated. Teachers talk too much. A major barrier to progress in the weaker lessons is that planning takes little account of prior assessment and students' differing needs. Students are asked to complete the same tasks regardless of ability and, as a result, make at best satisfactory progress.

Progress since the last monitoring inspection on the area for improvement:

- robustly monitor the impact of the curriculum to ensure all students extend their learning and experience lessons that are well planned and provide carefully targeted learning opportunities for the full range of abilities – **satisfactory**

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

Since the last monitoring visit many improvements have been made to develop the quality of leadership and management. Senior leaders have empowered the middle leaders, who are engaged and enthusiastic about the positive changes they are making. They are being held responsible for the progress the students make in their subject. This means that they are starting to be more focused on improving teaching and the use of assessment in the classroom. The coaching and mentoring systems, combined with the new line-management structure, have developed the capacity of the middle leaders to do this. All leaders and managers, including governors, are aware of the strengths and weaknesses of the school.

The data management system allows leaders and managers to identify which students are making the required progress. However, it is not embedded in day-to-day lesson planning, which means that not all teachers are intervening as swiftly as they need to when students are off target.

Progress since the last monitoring inspection on the area for improvement:

- improve leadership and management – **satisfactory**

## **External support**

The school receives good support from the School Improvement Partner, the local authority and a National Leader in Education. This support is being coordinated by the leaders and managers in the school. The additional governors are making a positive contribution to the quality of the governing body providing much valued educational expertise.