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12 May 2011

Mr J Fitzgerald
Headteacher
Winterton Comprehensive School With Specialist Status In Engineering
Newport Drive
Winterton
Scunthorpe
Lincolnshire
DN15 9QD

Dear Mr Fitzgerald

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

Following my visit with Mrs Ann Taylor, additional inspector, to your school on 10 and 11 May 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 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 – good.

Progress since the previous monitoring visit – outstanding.

Newly Qualified Teachers may be appointed.

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

Cathryn Kirby
Her Majesty's Inspector

January 2011



INVESTOR IN PEOPLE

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 third monitoring inspection on 10 and 11 May 2011

Evidence

Inspectors observed the school's work, scrutinised documents and met with the headteacher, senior and middle leaders, teachers, a group of students, the Chair and other representatives of the Governing Body, a representative from the local authority, and the School Improvement Partner. Inspectors observed parts of 29 lessons, two of which were joint observations with subject leaders.

Context

Since the last monitoring inspection there have been no significant changes.

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

A relentless focus on improving the quality of teaching has had a significant impact on students' achievements across all year groups and subjects. A substantial increase in the proportion of lessons which promote good or better progress has accelerated the gains in learning made by all groups of students. Students experience greater enjoyment of learning as a result of provision which better meets their learning needs and interests.

Assessment data are used well to: track the progress of different groups of students; monitor the performance of different subjects; plan lessons to accommodate different learning needs; and keep a careful eye on potentially vulnerable students. Information derived from monitoring is used effectively to maintain momentum towards challenging targets.

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

- improve students' progress and raise attainment – outstanding
- improve the tracking of students' progress – good.

Other relevant pupil outcomes

Students' positive attitudes to learning, a frequent feature of lessons, and their well-above-average attendance contribute significantly to the strongly improving picture of achievement.

The effectiveness of provision

The overall quality of teaching has improved considerably. Variability in teachers' practice has reduced markedly as the effective sharing of best practice within and between

departments permeates the school. This strategy has been successful in developing teachers' skills and their confidence to try new approaches. Teachers know their students well and plan interesting learning activities carefully to accommodate different needs. Inspectors observed some excellent learning materials that allowed the whole class to work on the same topic, but at different levels of challenge linked to students' different starting points. This effective use of assessment information, adopted consistently across all subjects, has been most influential in accelerating students' progress. Regular and detailed marking ensures that students are very clear about where and how to improve their work in order to reach, and in some instances exceed, attainment targets. Other strengths of teaching include: planning activities that involve students from the outset; encouraging collaboration that supports learning; and frequent checks for understanding throughout the lesson. In a minority of lessons the pace is too gentle and the level of challenge afforded to different ability groups is not as well gauged as is typically found.

The revised curriculum is having a greater impact on outcomes. New courses in Key Stage 4 meet a broader range of needs and interests. Where students have already reached their targets they are being challenged and supported to exceed these expectations, for example to convert a pass grade to a merit or a C to a B grade. However, the curriculum has a greater impact principally because it is delivered more expertly by teachers and with a consistently stronger emphasis on the learning needs of individual students.

Progress since the last monitoring inspection on the areas 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 – outstanding.

The effectiveness of leadership and management

Leaders and managers are using the outcomes of monitoring from a range of sources well to inform their next steps. All leaders are growing in confidence, particularly those at subject leader level. The governing body has a sharper focus on school improvement matters and is asking the right questions so that it balances support with appropriate challenge. The headteacher's approach to staff development and delegation of responsibility is now paying dividends. The capacity to drive and sustain improvement is developing well and is evident in the impact of actions taken since the last monitoring inspection.

Progress since the last monitoring inspection on areas for improvement:

- improve leadership and management – good.

External support

The school's reliance on the effective external support it has received from a range of sources has diminished proportionately as internal capacity to sustain improvement has increased. The School Improvement Partner and the senior local authority adviser maintain

a watching brief and add value as a sounding board for the headteacher and senior leadership team as the school moves closer to its reinspection.