

Wingfield Business and Enterprise College

Inspection report

Unique Reference Number	106951
Local Authority	Rotherham
Inspection number	356056
Inspection dates	29–30 November 2010
Reporting inspector	Jim Kidd

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

Type of school	Secondary
School category	Community
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	836
Appropriate authority	The governing body
Chair	Mrs Sue Gladwin
Headteacher	Mr Russell Heritage
Date of previous school inspection	16 January 2008
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Introduction

This inspection was carried out by five additional inspectors. They observed 19 lessons and saw 19 teachers in their classrooms. They held meetings with students, pastoral and academic staff, members of the governing body, including parent governors, the business partner who leads the horticulture initiative, and the School Improvement Partner. They observed the college's work and looked at development planning, self-evaluation reports, student progress monitoring documentation and students' workbooks in all departments. Inspectors also scrutinised 245 questionnaires returned by parents and carers, 186 completed by students and 37 returned by teaching and support staff.

The inspection team reviewed many aspects of the college's work. It looked in detail at the following.

- How and with what impact the college is attempting to improve students' progress and attainment in English and mathematics.
- The impact of the college's strategies to close the progress and attainment gap between girls and boys.
- Whether marking and feedback to students are consistently good across the college.
- The impact the college's specialist status makes on students' academic and personal achievement.

Information about the school

This smaller-than-average-sized secondary school has been a specialist Business and Enterprise college since 2008. The proportion of students known to be eligible for free school meals is above average. The percentage of students with special educational needs and/or disabilities is well above that usually found. Most students are White British and there are few students at early stages of learning English as an additional language. Wingfield is a nationally accredited Healthy School and an Investor in People. It also holds the Gold Anti-Bullying Award and the Warwick University Award for Excellence in Enterprise. Wingfield Pre-school receives a separate inspection and a separate report which is available on the Ofsted website.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good and improving college. It provides outstanding care, guidance and support for students; safeguarding policies and practice are also of the highest order and students feel secure in the college environs as a result. As they say: 'Our teachers and the other adults who work with us are always there if we need them.' Indeed, students enjoy the college and are grateful for how it tries to raise their aspirations and self-esteem. Parents and carers, too, are most positive about the college's strategies to ensure that each individual can take full part in everything which Wingfield offers them. The college's specialist status pervades all aspects of its life and has a major impact on students' progress and achievement in both academic and personal terms.

Students' attainment on entry to Year 7 varies over time but is generally below average in both literacy and numeracy. Attainment has risen steadily since the previous inspection, particularly in English, and students reach broadly average standards of attainment by the end of Year 11. This represents good progress and achievement for all groups across the school. Attainment in mathematics has risen over the past three years also, but at a slower rate than in English. The attainment of boys in mathematics is improving but still lags behind that of girls.

Students behave well, willingly take on a variety of responsibilities to support the running of the college and are proactive in their work within the local community. Students following the horticulture programme, for example, have designed and built a garden for a group of elderly residents in sheltered accommodation and built a sensory garden for the partially sighted and deaf in Rotherham. Students are now looking forward to their impending involvement in the Victorian Christmas Market.

Good and sometimes outstanding teaching meets individual needs and encourages students to believe in themselves and to take increasing responsibility for their own learning. The well-planned curriculum is under continuous review and comprises a good balance between academic and vocational courses and programmes to foster students' personal, social and emotional development. The college recognises, however, that there is not enough emphasis on promoting students' engagement with groups in the area and further afield which represent cultures that are different to their own.

The college knows itself well. Its self-evaluation strategies are comprehensive and ensure that strengths as well as areas for development are recognised. A continuous rise in attainment and students' good achievement both personally and academically demonstrate that the college has good capacity to improve further and that it provides good value for money. Without doubt, Wingfield is a 'thinking college' in which students come first and in which complacency has no part.

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What does the school need to do to improve further?

- Further raise attainment in mathematics, particularly for boys, by:
 - continuing to reward achievement and promote positive attitudes to learning
 - ensuring that students understand and can use the specific language of mathematics
 - giving students more assignments which are linked to their own experiences and to real-life situations
 - increasing the opportunities students have to use new technologies as a tool for learning
 - visiting other schools to learn from best practice in the delivery of mathematics.
- Promote students' engagement with a range of community groups in the local area and beyond.

Outcomes for individuals and groups of pupils

2

Students enjoy their lessons and are delighted to work in pairs and groups to share their ideas with one another and to act as extra resources to promote the learning of their classmates. When given the opportunity, they evaluate the performance of their peers accurately but with the utmost diplomacy. Specialist status, the horticulture initiative, for example, provides students with so many opportunities to work collaboratively and fully supports the college TEAM maxim, 'Together Everyone Achieves More.' All groups of students make good progress and achieve well across the college in both academic and vocational programmes to reach broadly average standards of attainment by the time they leave. Attainment has improved year-on-year since 2007 and inspection evidence demonstrates that students in the current Years 10 and 11 are on course to reach, and in some cases exceed, their challenging targets again. Attainment in mathematics has improved too, but is still lower than that found in English and science, partly because boys do not always reach the levels of attainment in numeracy of which they are capable.

Students are proud of the college, speak highly of their teachers and support staff and respect the building and the facilities open to them. Attendance is improving and is now average. Students have a good understanding of what makes a balanced diet and are fully aware of why it is important to take part in physical exercise and to keep fit. Increasing numbers of students are involved in a range of enrichment activities, including sport, and girls' and boys' football teams have achieved success in local competitions during the past year. Students take leadership roles in a variety of settings and the college council has been instrumental in changing the logo, in suggesting ideas for a new college uniform and in providing outdoor shelters. Students in Year 11 are also actively involved in the 'Safe Haven' programme which supports students who are feeling unhappy. Spiritual, moral, social and cultural development is good. Students benefit from high-quality and thought-provoking assemblies. They take part in a range of artistic and cultural activities, including visits to the theatre and also to the First World War battlefields in Belgium and to the Menin Gate ceremony. They have insufficient opportunities, however, to engage with people from different religious and cultural backgrounds.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

The quality of teaching is good and there are examples of outstanding practice in both key stages. In the best lessons, an outstanding Year 7 physical education lesson, for example, expectations of both staff and students are high and there is realistic challenge to encourage students to aim for the highest standards. Furthermore, relationships between teachers and students and between students themselves are very good. Students have a plethora of opportunities to take responsibility for their own learning and to gauge their own progress and that of their peers. In most lessons, students' achievements and their positive attitudes to learning are rewarded and the college recognises that this must continue if attainment, particularly in mathematics, is to rise further. In a minority of lessons, there is too much teacher direction and not enough time is allowed for students to reflect on their learning.

Teachers assess the performance of their charges well. Marking and feedback have improved since the previous inspection and are now good, with excellent examples in English and geography. As a result students are generally aware of their targets and of what they need to do to reach them.

The continuous monitoring and review of the curriculum ensure that it is responsive to the needs, interests and aspirations of students and that it has a positive impact on both their academic and personal development. Business and enterprise are well promoted and students establish their own businesses and present their ideas in national competitions.

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In addition, every department produces a 'Developing Excellence' plan and the key elements of specialist status have to be identified within it, for example, in the restructured Year 7 'Quest' programme, which develops students' thinking skills and informs them of the links between subjects. There is a good range of vocational courses and the vast majority of students leave Year 11 to take up employment or continue with their education as a result. The college recognises that there are insufficient opportunities for students to use new technologies to support their learning, particularly in mathematics.

Care, guidance and support are outstanding and demonstrate the college's inclusive nature. The key elements of the 'Wingfield Guarantee' articulate the college's overriding concern: to meet the varying needs and interests of each and every student and to support them to the hilt. The 'Deep Support Team', for example, employs excellent strategies to ensure that students with special educational needs and/or disabilities and those identified as vulnerable make the same good progress as their peers. Induction procedures are comprehensive and students entering Year 7 are made to feel welcome immediately. Transition arrangements between key stages are of the same high quality and students are also prepared well for employment or for the next stage in their education. Parents and carers, too, are grateful for how the college cares for them and say, 'Our children are encouraged and supported really well and so are we!'

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The 'Wingfield Guarantee' is supported by staff of all levels of experience and responsibility and is just one example which demonstrates the college's corporate approach to ongoing improvement and to raising the aspirations of its students and of the community. As staff comment, 'We all share the same vision: to raise our students' self-esteem and to provide them with everything they need to be successful.' The perceptive headteacher leads by example and is supported by a talented and forward-looking senior leadership team. Furthermore, middle and pastoral leaders are proactive in developing their areas for the benefit of the students in their charge. The 'Deep Monitoring Reviews', through which senior leaders and heads of subjects examine departmental performance are highly regarded and are having a positive impact on raising the quality of teaching and learning. For example, the reviews have identified that students, particularly boys, do not always understand and use mathematical terminology and also that there are insufficient opportunities for them to reinforce their learning through assignments linked to their own experiences and to real-life situations.

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The governing body is well informed about college performance in all areas of its life and members provide good support for everything it tries to do. They are never afraid to challenge the leadership and hold the college to account with rigour.

There are good links with parents and carers and the college is attempting to engage them further in supporting students' learning. Specialist status has a major impact on providing the college with a range of business partners and also supports the college's work in developing a learning community which includes the feeder primary schools too. Leaders are now looking to extend their relationships with secondary establishments, particularly to research best practice in the delivery of mathematics.

Equality of opportunity for all is central to the college's ethos and it is promoted well. Discrimination in all its forms is not tolerated. Child protection and safeguarding procedures are of the highest order. Policies are updated with regularity and practice is outstanding: staff receive relevant and bespoke training and are fully aware of what must be done if a child protection issue arises.

The college promotes community cohesion satisfactorily. The college community is harmonious and students are increasingly involved in activities within the local area. The college recognises, however, that students' awareness and understanding of the variety of cultures which make up the United Kingdom are underdeveloped. Leaders are aware that more engagement with a range of community groups locally and further afield are of the essence if this is to be addressed.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Views of parents and carers

Most parents and carers who returned the questionnaires are entirely happy with their children's experiences at the college and almost all believe that it keeps them safe. A very

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large majority is pleased about the quality of teaching and is of the view that their children are making good progress in their studies. One parent spoke for many with the comment: 'I am delighted with the positive all-round teaching and learning environment that my child experiences and thoroughly enjoys!' A very small minority of parents does not believe that the college deals effectively with inappropriate behaviour. Inspectors found little evidence during the inspection to endorse this view: they accept that there is some immature behaviour in the college but judge that behaviour management is good and that most students behave well in lessons and around the site.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wingfield Business and Enterprise College to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 245 completed questionnaires by the end of the on-site inspection. In total, there are 836 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	54	22	171	70	17	7	3	1
The school keeps my child safe	89	36	150	61	4	2	2	1
My school informs me about my child's progress	108	44	125	51	9	4	3	1
My child is making enough progress at this school	94	38	133	54	15	6	1	0
The teaching is good at this school	67	27	164	67	9	4	1	0
The school helps me to support my child's learning	53	22	159	65	25	10	5	2
The school helps my child to have a healthy lifestyle	36	15	171	70	30	12	3	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	63	26	157	64	11	4	5	2
The school meets my child's particular needs	69	28	160	65	11	4	2	1
The school deals effectively with unacceptable behaviour	55	22	147	60	28	11	12	5
The school takes account of my suggestions and concerns	39	16	165	67	21	9	7	3
The school is led and managed effectively	59	24	165	67	12	5	6	2
Overall, I am happy with my child's experience at this school	90	37	131	53	12	5	8	3

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



1 December 2010

Dear Students

Inspection of Wingfield Business and Enterprise College, Rotherham, S61 4AU

Thank you for the impressive contribution you made to the college inspection recently. We are particularly grateful to those of you who came to talk to us on Monday lunchtime and we enjoyed listening to your comments about the 'Safe Haven' programme and also your enterprise activities. You were keen to find out how the inspection was going so I thought I would write to you and tell you what we found.

Wingfield is a good and improving college and it does much to raise your confidence about what you can achieve now and will be able to achieve in the future; you have every reason to feel proud of the college. The standards you reach are rising and you make good progress in your studies. You behave well in class and around the college and your attendance is improving all the time. The teaching you receive is good and the adults who work with you take exceptional care of you and make sure you can play a full part in all the college activities. The college tries to meet your needs and interests by providing you with a variety of different subjects to study, many of which are linked to what you may want to do when you leave.

Your headteacher and all the other staff are very proud of you too and they are always looking for ways to make Wingfield even better for you. They wanted to know what I thought so I asked them to make sure they helped you, particularly the boys, to reach higher standards in mathematics. I have suggested that they give you more work which is related to real life and also provide you with more opportunities to use new technologies in your learning. I have also requested that they place more emphasis on your understanding of language which is used particularly in mathematics. Finally, I have asked them to give you more opportunities to meet people from cultures which are different to your own. It goes without saying that I have also told them to keep on praising and rewarding you when you work hard and do well!

Thank you again for being so friendly and polite. We enjoyed watching you learn.

Yours sincerely

Jim Kidd

Lead inspector

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