

Winterhill School

High Street, Kimberworth, Rotherham, South Yorkshire, S61 2BD

Inspection dates 29–30 January 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is a good school.

- The passion and ambition of the headteacher to provide the best education for the students of this community has driven up standards significantly over the last six years.
- The governing body ensures policies and procedures are followed. They have an excellent grasp of all funding and offer valuable support and challenge to the headteacher.
- The combined effect of good teaching, excellent care and guidance and a positive culture for learning, results in students achieving significant success across most subjects.
- A high proportion of students now leave this school having made excellent progress in English, mathematics and science.
- The constant development and improvement of all staff is a key factor in rapidly improving the quality of teaching and students' support across the whole school.
- A high proportion of students who have complex needs attend this school. All benefit from the excellent support of a dedicated and highly professional team of support staff.
- The behaviour of students has also improved significantly. Movement around corridors is calm. Students show care and respect for each other and for adults in this harmonious community. Students feel safe and they are safe.
- Students' personal development and their social, moral, spiritual and cultural development are nurtured through an excellent programme of enriching activities.

It is not yet an outstanding school because

- Too few students gain good GCSE results in humanities and in modern foreign languages.
- The quality of teaching is inconsistent across the school. There is much that is outstanding but also, some that requires improvement. Overall teaching is good. Teachers' effective use of assessment is the most significant difference between the best and the weakest teaching.

Information about this inspection

- Inspectors worked with senior staff while observing teaching and learning and reviewing work previously completed by students. Inspectors observed 39 lessons taught by 38 different teachers. They also made shorter visits to many lessons.
- Inspectors spoke to many students during break and lunchtimes, and during lessons.
- They observed activities taking place during time with tutors.
- Meetings were held with members of the governing body, senior leaders and with staff. A discussion was held with a school consultant, employed by the local authority.
- Inspectors looked at a wide range of documentation, including internal and external data about students' progress, school development planning, behaviour and attendance records and students' work. They investigated safeguarding procedures and records.
- When planning the inspection, there were 12 responses to the on-line questionnaire (Parent View). A further 27 responses were made during the inspection and all were taken into account. Inspectors reviewed responses to parental surveys conducted by the school. They also took responses made by staff to a survey into account.

Inspection team

Neil MacKenzie, Lead inspector	Additional Inspector
Sheila Kaye	Additional Inspector
Janet Peckett	Additional Inspector
Janet Renou	Additional Inspector
Mark Shenton	Additional Inspector

Full report

Information about this school

- Winterhill School is an above average sized secondary school serving communities in the north west of Rotherham. There are more girls on roll than boys.
- Since the last full inspection, a new deputy headteacher has been appointed and the senior leadership team reorganised.
- The proportion of students who are known to be eligible for the pupil premium is higher than the national average.
- The school is based within a diverse community. A fifth of the student body are from minority ethnic groups; mainly students who have Pakistani heritage and an increasing number who have Gypsy/Roma heritage. English is believed to be an additional language for a significant proportion of students.
- The proportion of students supported at school action is much higher than that found nationally. The proportion of students supported at school action plus or with a statement of special educational needs is above average.
- Forty-five students attend part-time, off-site provision. Twenty attend The Bridge with the others attending: Happy Days Nursery (1), Hutton Park (7), Swinton Lock (1), Youth Service (8) and the Youth Centre (8).
- The school meets the government's current floor standards, which set the minimum expectations for students' attainment and progress.

What does the school need to do to improve further?

- Increase the proportions of students that achieve well in humanities and modern foreign languages.
- Using the best practice that exists in the school, improve the quality of teaching so that all is at least good and more is outstanding by ensuring all teachers:
 - systematically assess students' work, giving guidance on how students can improve their work, and ensuring that students follow that advice
 - use assessment information to plan learning activities that provide suitable challenge, precisely matching the needs and potential of every student in the class
 - assess students' understanding throughout lessons, and adjust activities or strategies when the rate of progress drops or understanding becomes superficial.

Inspection judgements

The achievement of pupils is good

- Students enter this school with attainment that is significantly below average and a high proportion of students have poor literacy skills.
- Students make excellent progress in English and mathematics and leave school with significantly above average attainment in these subjects. Students also attain well in science, physical education, applied and vocational courses.
- Currently, too few students take GCSE courses in humanities and modern foreign languages, and for those that do, their attainment does not match that of other subjects. The school is aware of this and has already taken decisive action to improve these courses.
- Students who are from Pakistani heritage make similar progress to other students in the school and better than the similar group of students nationally. The progress of students who have Gypsy/Roma heritage is more variable and is dependent on the length of time individual students have been registered on the school roll. Their progress begins to improve after at least six months of regular attendance.
- In the past, students who are known to be eligible for the pupil premium and those known to be eligible for free school meals, did not perform as well as others. This gap in attainment is closing and their progress is improving. In mathematics, there is no gap in performance.
- Due to the very high quality of additional support and care, the achievement of disabled students, those who have special educational needs and those who are new to learning English, is at least as good as other students and often better.
- The small numbers of students who attend part time, off-site provision, progress well because these courses are well chosen to interest and motivate the students.
- Despite improvements to the development of students' literacy skills being relatively recent, these skills are improving rapidly and significantly. This has enabled students to make better progress in all of their subjects.
- Students' information and communication technology (ICT) skills are good and for those who take Key Stage 4 courses in creative media, they are excellent. Students' numeracy skills improve rapidly across the school and are also excellent.
- Students' GCSE grades are not limited by the early sitting of examinations. The school considers the needs of individual students before making the decision whether to enter them early for particular examinations. Teaching sets are regularly reorganised and for a few students, they are able to extend their range of courses to include statistics.

The quality of teaching is good

- Teaching is a little variable and ranges from being outstanding through to that which requires improvement. Many teachers in the school, working in different subjects, consistently demonstrate excellent practice.
- Where teaching is at its best, lessons are well planned to suit the precise needs of the students in the group. Teachers are constantly checking their students' understanding. They confidently adapt activities to ensure that students are continually thinking deeply and learning quickly. They question well, or adapt tasks and encourage debate. In these lessons, students are eager to learn, topics are well chosen and resources carefully developed to engage students' attention. Students respond positively to the teachers' enthusiasm and excellent subject knowledge. These qualities are most evident in English, mathematics, science and drama.
- Where teaching is weakest, the pace of learning is much slower, and students complete activities which do little to improve their understanding. Teachers tend to teach to the whole group rather than targeting work and support to the needs of individual students. These teachers rarely

evaluate students' understanding during lessons, so they are unaware when progress drops. There is little learning within groups or structured discussion. Students follow their teachers' instructions, but they do not know how to learn independently.

- Structures to assess students' work and to guide them have been further improved recently. When used consistently and with consideration, assessments provide both the teacher and the student with valuable information. Some assessment is superficial and does not help students improve or extend their understanding.
- Students' basic skills are being well developed across all subjects, including literacy.
- All adults in the school fully understand their role in helping students achieve well. Staff who work in the Learning Resource Centre promote enthusiasm and engagement through the production of stimulating and informative wall displays, which are of an excellent standard. Student support staff work tirelessly to ensure students who need emotional, behavioural, physical or language support feel confident and able to learn effectively. The teaching of and support for students who are disabled or who have special educational needs is excellent. All adults who work closely with this wide range of students, aim to reduce their dependency on support so the students can fully integrate in lessons and enrichment activities, leading to them becoming independent young adults.

The behaviour and safety of pupils are good

- Behaviour around the school and in the community has improved significantly over recent years. Behaviour is typically good. During break and lunch times, students integrate and socialise very well. Corridors are often busy, but students move purposefully and calmly. They speak to adults confidently, they are courteous and display good manners.
- The behaviour of students, both in class and around the school, is managed consistently well. There have been no permanent exclusions in recent years, and fixed-term exclusions have halved.
- The attendance of students has also improved and it is now average. The attendance of some students new to the school is well below average. However, staff make considerable effort to support these students; their attendance does improve and an improvement in their achievement is seen. Students are almost always punctual and lessons start promptly.
- The views of parents, staff and students about behaviour are generally positive, however, a small minority of parents have concerns.
- Students are aware of different forms of bullying and are taught how to be safe. Students say there is very little bullying and when it does happen, incidents are dealt with efficiently and effectively. Students also say they feel safe and secure. Systems to ensure students are safe meet requirements for all students, including those who attend off site provision.
- When teaching is outstanding, students work enthusiastically and take pride in their work. However, where teaching requires improvement, students do not show a determination to learn, their work becomes inaccurate and their attention wanders. Incidents of low-level disruption are rare.
- Students appreciate the value of their education. They are well prepared both academically and personally for their next step into education, training or employment. Almost all make that transition with ease.

The leadership and management are outstanding

- The headteacher is an inspirational leader who is uncompromising in driving whole-school improvement. He is supported by a very effective senior leadership team and in particular, two excellent deputy headteachers. Over recent years, high quality leadership skills and responsibilities have been successfully devolved throughout all levels of leadership and

management. The school has outstanding leadership capacity to continue to improve.

- The school has sophisticated monitoring systems that enable them to identify rapidly areas of weakness or underperformance in both students and staff. Leaders at all levels use this information very well to identify under-performance and to target intervention strategies.
- All staff demonstrate the highest standards in professionalism, courtesy and respect to each other and to their students.
- The performance management of teachers and of the headteacher by the governing body is rigorous. Targets are meaningful and challenging. Pay progression is dependent on maintaining high standards and accepting increasing responsibility. Ineffective teaching is eliminated, first through excellent support and guidance, and if unsuccessful through robust competency procedures.
- The leadership of teaching and learning is of the highest quality. Throughout the year, all teaching staff and teaching assistants take part in excellent professional development programmes, which are specifically designed to meet their particular needs. Best practice within the school is shared and many staff are now working with other schools to improve the quality of teaching in those schools. Staff work collaboratively to learn from each other, strong teams are built and so teachers guide and support each other. This has developed a culture in which staff are confident and eager to improve; where they view challenges positively.
- The local authority has in the past, brokered good support for the school, but it now enables other schools to benefit from the rapidly developing expertise Winterhill can offer.
- **The governance of the school:**
 - The governors have an excellent grasp of school funding, how money is spent including additional funding to support students known to be eligible for the pupil premium. They monitor the performance of all staff well and ensure procedures to manage performance are applied effectively. They hold the headteacher to account and effectively manage his performance. The governors ensure procedures to protect children are effective. The governing body is forward thinking and actively seek professional training in order to hold the school to account. Members have a good set of skills distributed across the group.

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	106950
Local authority	Rotherham
Inspection number	400875

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	1,240
Appropriate authority	The governing body
Chair	Andrea Kitchen
Headteacher	Roger Burman
Date of previous school inspection	10 March 2010
Telephone number	01709 740232
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