

# The Ridings Federation

## Winterbourne International Academy

High Street, Winterborne, Bristol, BS36 1JL

### Inspection dates

23–24 April 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Sixth form provision		Good	2

### Summary of key findings for parents and pupils

#### This school requires improvement. It is not yet good because

- Students are not consistently achieving the high standards of which they are capable.
- Leaders do not have an accurate view of the academy's strengths and weaknesses. There is limited evaluation of how teaching improves students' learning.
- The academy council do not currently provide sufficient challenge to academy leaders, nor check consistently that high standards are maintained.
- Subject leaders do not apply academy policies consistently. They do not always carry out their responsibilities to check that the quality of teaching and learning is good in their subject areas.
- Safeguarding policies are not monitored well. Leaders have not ensured that all incidents are recorded accurately or in a timely manner.
- Teachers' expectations are not high enough in many subject areas. These include modern foreign languages, computer science, some sciences and English language.
- The quality of marking is not consistent across all subjects. It does not always provide students with a clear understanding of how to improve.
- There is no regular pattern to how teachers set homework. Students in younger years are not always given the homework which they expect.
- Over time, disadvantaged students have not made progress in closing the gap in achievement with other students, especially in English and mathematics. They have not yet raised their grades to be in line with all other students.
- Boys do not achieve as well as girls at GCSE level.

#### The school has the following strengths

- The newly appointed chief executive Principal is committed to achieving the highest standards. She has taken swift action to improve leadership.
- The sixth form is good. Students are taught well, challenged to reach high standards and are given good advice about the next stages of their education and employment.
- The curriculum is strengthened by clear spiritual, moral, social and cultural guidance. Students demonstrate a good understanding of British values and know how to distinguish between what is right and what is wrong.
- There is some outstanding teaching in sociology, mathematics, drama, photography and art.
- Students are happy in the academy. Their behaviour in classrooms is good overall because they focus on their learning and show respect for teachers and one another.
- Students who are disabled and those with special educational needs are given good support. Their individual needs are met and they achieve well.
- Attendance for most groups of students is higher than the national average.

## Information about this inspection

- Inspectors observed 52 lessons or part lessons and visited 60 classrooms. Nine learning sessions were observed together with members of the leadership team.
- Meetings were held with the Principal, the chief executive Principal, three trustees and two academy council members a variety of other leaders, and groups of staff. Inspectors had telephone conversations with representatives from partner schools, including Didac (an independent provider of vocational courses) and the S & B Auto Academy.
- Inspectors talked to students informally and met with five groups of students in different year groups.
- Inspectors listened to a group of Year 7 students reading.
- Inspectors took account of 104 responses to the Ofsted online questionnaire (Parent View), three letters from parents, and spoke to parents on the telephone and by way of a meeting.
- There were 77 staff questionnaires returned and considered by the inspection team.
- Inspectors examined a range of documents, including students' work, information on students' attainment and progress, and records of attendance and behaviour. They also checked minutes of Trustees' meetings, safeguarding logs, planning documents and classroom reviews by an external consultant. They looked at the academy's current data on students' achievement.

## Inspection team

Sheila Crew, Lead inspector	Additional Inspector
Hannele Lyttle	Additional Inspector
Glenn Mayoh	Additional Inspector
Julie Miriam	Additional Inspector
Joanna Peach	Additional Inspector

## Full report

### Information about this school

- The Ridings Federation Winterbourne International Academy is federated with Yate International Academy, an all-through 3–19 Academy with a primary phase located at Woodlands. These two academies constitute The Ridings Federation of Academies which was established in September 2009. Since September 2011 the sixth form has been integrated across the federation.
- The Ridings Federation is part of a broader partnership with Woodlands Primary School. Planning is also underway to work in partnership with Brimsham Green and Chipping Sodbury School for sixth form provision from September 2015.
- The federation chief executive Principal is newly appointed; she took up the position in April 2015, a week before this inspection. She is a National Leader of Education.
- The principal, who has been in post since 2009, will be retiring later this year.
- Governance is through a board of trustees that is undergoing major reorganisation. Previously the governance structure included a second tier, the Academy Council, which was in the process of being dissolved at the time of this inspection.
- The academy is significantly larger than the average secondary school and has a large sixth form.
- The proportion of students supported by the pupil premium (additional government funding for students known to be eligible for free school meals and for children who are looked after) is below the national average.
- The proportion of disabled students and those who have special educational needs is well below average.
- The proportion of students who are from minority ethnic groups is below the national average, with the largest group being Asian and Other White minorities. The number of students who speak English as an additional language is below average.
- The academy makes use of off-site provision at Stroud and South Gloucestershire College, The Junction, S & B Auto Academy and Didac.
- The academy meets the current government floor standards, which set the minimum expectations for students' progress and attainment.
- Safeguarding concerns raised by parents during the inspection are being examined by the appropriate bodies.

### What does the school need to do to improve further?

- Strengthen leadership and management, including governance of the academy, by:
  - ensuring that the academy improvement plan identifies clear success criteria to improve teaching and learning and identify who is responsible for checking and measuring the effectiveness of actions
  - ensuring that the trustees provide more precise challenge about the impact of actions taken by academy leaders, including the use of pupil premium funding
  - further developing subject leaders to take more responsibility for the quality of teaching and learning of students in their subject areas.
- An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.
- Improve safeguarding procedures by:
  - ensuring that robust systems record all incidents accurately and in a timely manner
  - ensuring that all staff have a good understanding of how to apply academy safeguarding policies.
- Ensure that the quality of teaching is consistently good or better so that all students reach the high standards of which they are capable in many subject areas, including modern foreign languages, computer science, some sciences and English language, by:
  - improving the consistency of marking so that it clearly identifies what students need to do to improve
  - further supporting disadvantaged students with learning tasks that enable them to close gaps in achievement between them and other students
  - setting all students regular homework tasks which challenge and extend their learning
  - developing learning strategies for boys to narrow the gap in achievement with girls.

## Inspection judgements

### The leadership and management

### require improvement

- Senior leadership in the academy has been reorganised over the last year. Changes at the executive Principal level meant that academy leaders took on new roles and responsibilities which they have not had time to fully put into effect.
- The new chief executive Principal is committed to achieving the highest standards. She has taken swift action to improve leadership since her recent arrival.
- Leaders do not have an accurate view of the academy's strengths and weaknesses. There is limited evaluation of how teaching improves students' learning. Senior leaders carry out lesson observations and conduct learning walks on a termly basis. The process of providing feedback to teachers and setting targets for improvement is relatively new and evidence to show its impact to date is limited. There is now a clearer focus on specific targets for improvement arising from observations. Academy records show that the quality of teachers' work is linked to pay progression and based on nationally approved guidance.
- Leadership is not yet good because senior leaders do not ensure that whole-school policies, such as homework or safeguarding, are consistently applied by all teachers.
- Safeguarding policies meet all statutory requirements. They require improvement because systems to record incidents accurately and in a timely manner have not worked effectively. Concerns raised during the inspection are being examined by the appropriate bodies. Leaders have responded to these concerns with decisive action to improve recording systems and make them fully integrated, ensuring a co-ordinated response to incidents.
- Subject leaders do not consistently apply academy policies, such as marking and providing students with feedback on how to improve. They do not always carry out their responsibilities to check that the quality of teaching in their subject learning areas is good or rigorously check students' learning.
- Senior leaders set high expectations for behaviour and the behaviour policy is well structured with explicit expectations, although it is not yet used consistently. They have established an ethos that encourages and supports good behaviour and attitudes to learning. The personal, social, health and emotional (PSHE) curriculum has been improved considerably since the last inspection. The academy promotes equality of opportunity and fosters good relationships. Incidents of discrimination are rare and are effectively tackled.
- Additional funding provided by the government is now managed well and the tracking of disadvantaged students is more rigorous this year. Leaders use these funds to ensure students benefit from targeted interventions, such as learning mentors, homework clubs, summer school and additional support in English and mathematics. Academy data show that these students are predicted to close the gap with other students significantly in 2015.
- The academy receives valuable services from an independent consultant whom trustees commissioned to work with academy leaders to conduct reviews and monitor progress. A 2014 review led to subject leaders writing 'raising achievement plans' and analysing their performance through self-evaluations, although these are too recent to provide evidence of impact.
- The academy provides a good range of subjects in the curriculum. There is a keen focus on academic achievement which is supported by a broad range of extra-curricular activities. The social, moral, spiritual and cultural aspects of the curriculum actively promote a very good understanding of British values and culture. Students know how to distinguish between what is right and what is wrong.
- The coordinator for students who are disabled and those with special educational needs has put in place very effective systems. These students' individual needs are recorded in detail and they receive good support.
- Students receive valuable careers advice from Year 7 to sixth form through PSHE. Year 9 go to an ambitions fair at the University of the West of England where they attend workshops before they make GCSE option choices. Year 11 students benefit from mock interviews conducted by representatives of numerous local businesses and they are given written feedback which they analyse with tutors. Years 12 and 13 students are individually mentored by tutors and a careers specialist who monitor their progress. They are supported well in writing personal statements and curriculum vitae for post-18 provision.
- The academy provides alternative provision for a small number of students in local colleges. Students study vocational courses such as vehicle maintenance, construction, and hair and beauty which provide them with appropriate level 2 qualifications. Their good progress is closely monitored by the academy, termly reports are produced on their achievements and attendance is checked every week.
- Parents are generally supportive of the academy leadership. Results from Parent View show a large majority would recommend the academy to other parents.

### ■ The governance of the school:

The Trustees have recognised that the two-tier structure of governance has not been effective in providing sufficient challenge to academy leaders. They have taken action during the last year to reorganise governance and executive leadership of the federation.

The Trustees have put in place a new governance structure and understand the need to provide additional training to support trustees in their role, particularly on performance data.

Trustees understand that their roles and responsibilities include having an overview of the quality of teaching and they are aware of subjects where students make less-than-expected progress, but have not yet taken effective action to address this.

Minutes of meetings show that trustees are aware of discrepancies between performance management reviews and students' outcomes. They ensure that the best teachers and staff are rewarded. Although trustees do use their power to withhold pay rises when teachers do not meet their targets, they have not always held all teachers to account.

Over time, trustees have not rigorously monitored the way that the pupil premium fund has been spent in order to close the gap in achievement for disadvantaged students. This year, this has improved and trustees now demonstrate a clear understanding of its impact.

The overall financial management of the academy is effective.

## The behaviour and safety of pupils

## require improvement

### Behaviour

- The behaviour of students is good. They respond well to the positive ethos in the academy which contributes to students' sense of well-being.
- Students' attitudes to learning are positive. They have warm relationships with teachers and behave well in class.
- Students in friendship groups are polite and considerate. They are happy in the academy, well-mannered and courteous.
- Tutors play an important role in the pastoral system. They use records on students' welfare effectively to provide individuals with good support. Disabled students and those with special educational needs comment on the support they receive from their tutors to help them integrate and to develop confidence in relating to one another.
- Behaviour is not yet outstanding because movement around the academy at unstructured times, such as between lessons and at lunchtime, can be boisterous. Most students arrive to lessons on time and prepared to learn, but there are small numbers who loiter in corridors and are late to lessons.
- Students themselves say that behaviour has improved this year since they moved into the new building.
- Positive rewards for behaviour are awarded and class points celebrated in assemblies.
- Attendance for most groups of students is good and higher than the national average

### Safety

- The academy's work to keep students safe and secure requires improvement. Safeguarding policies are not monitored well, and leaders have not ensured that all incidents are recorded accurately and in a timely manner.
- Appropriate risk assessments are in place for all off-site activities. Academy leaders are aware of the need to improve the way that staff put safeguarding procedures into practice, particularly with incidents that happen off site.
- Some parents express concerns about bullying. Inspectors discussed these concerns with students in groups and individually, and they said that any aggressive behaviour during the school day is dealt with effectively. However, they said that there are inconsistencies in the ways that different teachers handle incidents.
- There are clear systems to enable academy staff to report behaviour incidents quickly and effectively. Heads of Year and leaders in the subject learning areas have responsibility to monitor behaviour, and respond within their respective areas.
- Students have a clear awareness of the different types of bullying, including homophobic and racist bullying. They appreciate the support they receive as part of the PSHE curriculum. Students are well aware of how to keep themselves safe, both personally and online.
- Attendance and safety of students who attend alternative provision are checked weekly. Students in the academy say that they feel safe in the new building.

**The quality of teaching****requires improvement**

- Teachers' expectations are not high enough in many subject areas. These include GCSE modern foreign languages, computer science, some sciences, including core science, and English language. Teaching does not consistently ensure students make good progress throughout key stage 3 in relation to their starting points.
- Tasks and activities are not challenging enough for some students and are too hard for others. Work in lessons is not always well organised or sufficiently difficult. As a result, some students are not motivated by tasks and this tends to slow their progress.
- The quality of marking is not consistent. Despite the existence of some high quality marking across subject learning areas, most marking does not provide students with a clear understanding of how to improve. Students' books show that they do not regularly check their work to make corrections and often their written work is inaccurate as a result.
- There is no regular pattern in how teachers set homework. Students in Years 10, 11, 12 and 13 say that they are stretched by homework. However, students in younger years are not always given the homework to which they are entitled under the academy's homework policy. Several parents also commented on the unreliable nature of homework in Years 7 to 9, particularly for the most-able students.
- Teaching to develop students' literacy skills across the curriculum is variable. Many teachers fail to check students' spelling, punctuation and grammar. Not all plan carefully how to develop students' reading, writing and speaking skills through their subject teaching.
- Overall, teachers' subject knowledge is good, and there is some outstanding teaching in mathematics, drama, photography and art. The most-able students are challenged particularly well in mathematics. Teachers ensure that Year 11 students apply their mathematical knowledge accurately.
- Students who are disabled and those with special educational needs are given good support. Their individual needs are met and they are supported effectively in class by mentors and teaching assistants.
- Disadvantaged students are supported well by learning mentors. Teachers track their progress carefully especially in English and mathematics.

**The achievement of pupils****requires improvement**

- Students enter the academy with much-higher-than-average attainment and they are not consistently achieving the high standards of which they are capable by the time they reach GCSE.
- In 2014, 67% of students attained five or more A\* to C grades at GCSE including English and mathematics, which was above the national average. Taking into account results from students who were entered for a second time in English, the profile is slightly better. The progress made by students in relation to their starting points was only in line with national averages for most core subjects, rather than above average, which would be the progress expected.
- Over time, disadvantaged students have not closed the gap in attainment with other students in the academy. In 2014, disadvantaged students achieved one-and-a-quarter grades below their peers in GCSE English and one-and-a-half grades below in GCSE mathematics. These students' achievement was below all other students nationally. Current academy tracking information shows that these students are now making better progress than previously, and the gap is reliably predicted to halve in 2015.
- Boys' achievement is lower than girls', and their progress from Year 7 to Year 11 was significantly lower than the national average in 2014. Academy data for 2015 predict that boys' attainment will narrow compared to national figures but there will still be a 5% gap with girls, apart from in mathematics.
- There has been low achievement over time in GCSE modern foreign language subjects. Attainment is significantly below the national average for all groups of students in Year 11 and evidence from the inspection indicates that this continues.
- Leaders have given careful consideration to their decision to enter students early for English language in 2014. They have decided that it did not benefit students, as later entry saw a significant rise in achievement. The academy no longer enters students early for GCSE examinations.
- Disabled students or those with special educational needs make strong progress over time and achieve well from their starting points.
- Most-able students make good progress over time. By Year 11 they achieve top grades in mathematics, triple sciences, business studies, photography, drama, media studies, English literature and history. They learn well in lessons and are in line with this group nationally.
- Students from minority ethnic groups, and those who speak English as an additional language, make good progress in English. They, together with Asian students and those from and Other White minorities,



achieve as well as their peers.

- The small numbers of students in Key Stage 4 who attend courses in local colleges achieve well in the Level 2 courses they are taking.

### The sixth form provision

is good

- It is clear that significant improvement has happened in the sixth form since the previous inspection. The vast majority of lessons are of a high standard and demonstrate good achievement over time, thus allowing students to make good progress.
- Performance data show a significantly improving trend for both A- and AS-level examinations and the academy's records for this year suggest this will continue in 2015. Comparisons to the national data shows that, for the large majority of subjects, students make progress that is at least in line with the national average and for many it is better, particularly in A-level geography, economics, English language and in AS-level art and design, economics and psychology.
- Teaching in the sixth form is good overall with some that is outstanding in mathematics, French, sociology and art. Particularly positive is the improvement in the teaching of the most-able and disadvantaged students who are sometimes out-performing all other students.
- Leadership of the sixth form is a clear strength. The head of sixth form has used the findings of a review of achievement to develop a good plan thus helping to ensure that students can reach the highest possible academic standards. This has begun to bear fruit, for example three students in Year 13 have received offers for places at Cambridge University in 2015.
- The high quality advice and guidance that sixth form students receive about the next stages of their education and employment is allowing them to make well-informed decisions about their post-18 destinations.

## 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

<b>Unique reference number</b>	135944
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	461805

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

<b>Type of school</b>	Secondary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	1805
<b>Of which, number on roll in sixth form</b>	330
<b>Appropriate authority</b>	Academy Trust
<b>Chair</b>	Chris Smith
<b>Principal</b>	Robert Evans
<b>Date of previous school inspection</b>	29 May 2012
<b>Telephone number</b>	01454 252000
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<b>Email address</b>	office@trfwia.org.uk

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