

Winstanley Community College

Kingsway North, Leicester, LE3 3BD

Inspection dates 24–25 June 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Requires improvement	3
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Achievement in science and mathematics is not good.
- Progress in history, information technology and modern foreign languages is slow.
- The most-able students do not make rapid progress in many subjects.
- Teaching requires improvement, as sometimes teachers' expectations of what students can achieve are not high enough. Work does not always challenge all students to do their best.
- Assessments used by the school do not always provide information that teachers are confident to act upon.
- Sometimes work set for students is not sufficiently challenging and, consequently, there are times in lessons when learning slows.
- High-level literacy skills have not been developed effectively in all subjects. As a result, students have difficulty using technical language in some subjects.
- Middle leaders are in the early stages of developing their skills. As a result, provision is not yet strong across all subjects and requires improvement.
- Governors do not always check for themselves that school leaders are making sufficient impact on the achievement of students in all subjects. Therefore, they cannot rigorously check the difference school leaders are making to students.

The school has the following strengths

- The headteacher and leadership team know what needs to be done to improve the school. As a result, achievement is starting to rise.
- Students achieve well in English, art and music.
- Disabled students and those who have special educational needs make good progress.
- Relationships are positive and students have good attitudes to learning.
- Students feel safe in school and have confidence in the adults who look after them. They have a good understanding of how to keep themselves safe.
- Students are proud to wear their uniforms. They behave well in and around the school.
- Attendance has improved and is broadly average.

Information about this inspection

- Inspectors observed teaching and learning in 24 lessons, of which 14 were seen jointly with members of the school’s leadership team.
- Inspectors visited an assembly and a number of tutorial sessions. The inspection team also made short visits to lessons during a number of walks through the school to look at students’ attitudes to learning and behaviour.
- Inspectors held meetings with two groups of students and talked informally to students during breaks and at lunchtimes.
- Meetings were held with the headteacher, staff, and senior and subject leaders. Inspectors also spoke to the Chair of Governors and members of the governing body.
- Inspectors looked at a number of documents, including the school’s evaluation of its own performance, plans for improvement, policies and records of students’ behaviour and attendance. Inspectors also scrutinised safeguarding documents.
- They considered eight responses to the online survey, Parent View and took the results of a school survey of approximately 300 completed questionnaires into account. Inspectors also noted the 49 responses to the staff survey.

Inspection team

Robert Ridout, Lead inspector	Additional Inspector
Russell Ayling	Additional Inspector
Jane Ladner	Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized secondary school, and has a specialist status in sport.
- Almost all pupils at the school are from White British or other White backgrounds.
- The proportion of disadvantaged students supported by the pupil premium, which is additional funding for students who are known to be eligible for free school meals and children who are looked after, is above average.
- The proportion of disabled students and those who have special educational needs is above the national average.
- A small number of students in Year 10 attend alternative provision off-site at a range of providers. These include the Burbage and Hinckley Independent Learning Centre, the Melton Learning Hub, the Vocational Training Enterprise Centre, the Youth Service and the Environmental Studies Centre.
- The school recently converted from being an 11 to 14 school to now providing for 11 to 16 year-old students. This year sees the first Year 10 group at the school. It does not enter students early for GCSE examinations.
- The school only has Year 7 to 10 students. There are currently no government floor standards for these students.
- The school runs a breakfast club.

What does the school need to do to improve further?

- Improve the quality of learning for all students so that the provision is consistently good and raises students' achievement by ensuring that teachers:
 - have high expectations of students and encourage students to have consistently higher expectations of themselves
 - support students to develop the high-level literacy skills needed to access their learning and use the technical language encountered
 - plan activities that engage learners and promote faster rates of progress
 - provide students with opportunities that challenge and deepen their thinking, particularly the most able.
- Improve the leadership and management of the school by making sure that:
 - the good practice shown by some middle leaders in raising students' achievement and improving the quality of teaching is adopted by all middle leaders
 - work is moderated by external bodies to develop greater consistency and confidence in the outcomes of assessment used by the school and the information is used to inform the next steps to support effective learning
 - governors check for themselves that the actions of all school leaders are having sufficient impact on all students.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The leadership and management **require improvement**

- Leadership and management require improvement because teaching standards and the achievement of students over time are not consistently good in all subjects and in all year groups.
- The headteacher has the confidence of staff. Leaders and governors have taken actions to address weaknesses in teaching and students' achievement, but they have been hampered by a high turnover of staff and a lack of confidence by some teachers in the outcomes of some assessment data. This has limited the impact of this work.
- Leaders and governors have addressed many of the concerns identified in the previous inspection. They have secured improvements in the quality of teaching. This is leading to better achievement for most groups of students, especially in art, music and English. Students' attendance has risen and is broadly in line with the national average. Behaviour is now good. These positive steps show a capacity for further improvements.
- The headteacher, governors and senior leaders have a clear understanding of the issues relating to the quality of teaching and students' achievement. Their judgement of the school's performance is accurate and they are clear about the need to accelerate the rates of progress of students, particularly for the most able.
- Senior leaders check regularly on the quality of teaching. Teachers have targets for improving their performance and know their pay only progresses when these are met. However, the targets do not focus on the achievement of all their students and are therefore not fully helpful in the drive to speed up rates of progress.
- Middle leaders approach their work with enthusiasm and commitment. Some are very effective, but a number are new to their roles and are developing the skills required to hold teams to account. They are making the changes needed, but they have not had enough time to have had a significant impact on teaching and students' achievement.
- Students learn a range of subjects which are enhanced with trips. Subjects such as religious education, history and geography help students learn about other faiths and cultures. The school's commitment to art, music and sport contributes to students' spiritual, moral, social and cultural development. Assemblies promote tolerance and respect. The school prepares students for life in modern Britain well.
- The well-organised support for disabled students and those who have special educational needs is improving their progress, demonstrating the school's commitment to equality of opportunity. There are no records of incidents of harassment or discrimination in recent years.
- The pupil premium is being used effectively to provide one-to-one help, small-group tuition and additional in-class interventions to support eligible students.
- The school checks carefully that the small numbers of students attending off-site provision attend regularly, that they make progress in their learning and that there are no concerns about their welfare or behaviour.
- Students benefit from good independent advice and careers guidance. This ensures they make well-informed choices about their futures.
- The support from the local authority has been limited. It has supported the school's governors in a review and development of their skills, but this has not had the required impact.
- Statutory requirements for safeguarding are met and systems are managed effectively. Training for staff, in areas such as child protection, is up to date.

■ The governance of the school:

- Governors are not yet fully effective. They have a growing understanding of the school's performance information data and how this compares with other schools nationally. However, historically, they have not challenged senior leaders rigorously enough in order to improve students' progress rapidly and consistently in all subjects and in all year groups.
- They know the school's main strengths and areas for development, including a reasonable knowledge of teaching. They have supported the headteacher well in managing the performance of teachers. They show an awareness of the school's pay and ensure good performance is rewarded and poor outcomes are challenged and appropriate action taken to address it.
- Governors manage their budget effectively, including the additional funds for the pupil premium. They know how the funds are allocated and the positive impact they are having on students' achievement. Governors are supportive and committed to driving the school forward. They fulfil their statutory duties and have undertaken some training in order to execute their roles more effectively.

The behaviour and safety of pupils are good**Behaviour**

- The behaviour of pupils is good. Pupils generally have good manners. They are clear about the behaviour code and follow it.
- Students' attitudes to learning are generally good across the school. In lessons, pupils behave well and are willing to help each other or work together, for example, to solve problems in mathematics.
- Students wear their uniform with pride. Their conduct in and around the school is good. At lunch and break times they interact sensibly with others. At the end of their social time they come back into the school quickly and ready to learn.
- When asked what they particularly liked about the school, students said that their teachers were really helpful and that they received both praise and support from them. They were complimentary about the sport provided at the school.
- Students understand the sanctions for poor behaviour and rewards for good behaviour. They note there are some incidents of inappropriate behaviour, such as silliness in lessons, but say these are declining in occurrence and are dealt with quickly by staff. This is reflected in the school's behaviour logs.
- There are occasions in lessons when work given is not challenging enough or tasks are completed too quickly. When this happens some students lose their focus on the work and learning slows, which is why behaviour is not outstanding.
- The school has worked successfully to increase parents' awareness of the importance of their children's attendance which is improving and now broadly average. Rigorous and robust procedures ensure that parents are informed early and absence is promptly followed up.
- The school's breakfast club provides a good start to the school day for those students who arrive early. This has a positive impact on their attendance, punctuality and behaviour throughout the day.
- A small number of students receive part of their education off-site with a range of providers. They behave well and are kept safe. Staff at the school closely monitor this and make sure that students are supported quickly when the need arises.

Safety

- The school's work to keep pupils safe and secure is good. The school's arrangements for safeguarding meet requirements and are effective.
- The school is very secure and access in and out of the site is successfully controlled and monitored. The swimming pool is well used by students both in the school and by other pupils from the local community.

Students and children only gain access to it when with staff.

- The school has robust systems for dealing with accidents which require first aid and these are understood by students. They say that they are always treated promptly and with kindness.
- The students comment that there have been some incidents of bullying, often involving name calling, but also say that such incidents are dealt with by staff and are becoming less frequent. Consequently they feel safe in school. This is reflected in the parental questionnaires and informal discussions. Records indicate a fall in incidents in recent years and very few racist and no homophobic incidents by students.
- Students have a very good understanding of the different types of bullying, including cyber bullying, and the possible misuse of mobile phones. This is routinely reinforced by teachers in lessons and by visitors attending the school, for example in assemblies. Students are aware about what they can do should they have any personal concerns.

The quality of teaching requires improvement

- Teaching requires improvement as its impact over time on students' progress has not been consistently good in all subjects and in all year groups.
- Teachers do not always have high enough expectations of what students can achieve. Lessons do not deepen knowledge or enable students to develop their literacy and numeracy skills sufficiently well. This is particularly true of the development of students' knowledge, understanding and use of technical language in different subjects including history, mathematics, science and some disciplines in design technology. As a result, students do not make consistently good progress over time.
- Teachers do not consistently move the most-able students on to more demanding work quickly enough.
- Over time, the teaching in some subjects including geography, history and mathematics, has not been good enough to enable students to make the rapid progress they should. Teachers do not always provide activities which challenge and motivate all students in these subjects. Sometimes students are given the same task, with little account being taken of the different ability of students, and consequently progress is slowed for some groups who find the task too easy or too hard.
- Teachers regularly mark students' work. In the best examples, teachers' comments tell students exactly what they need to do to improve their work. Consequently, students correct their errors and teachers clearly check on the responses to ensure they have good knowledge and understanding of the work done. This is not seen in all students' books in all subjects.
- Where students make good and better progress, teachers use questions well to probe and check students' thinking and understanding. They also make suitable changes to the planned activities during the lesson so that students learn as much as possible.
- Reading is well developed in the school. Students' skills are strongly supported both in class and during tutorial sessions. They are actively encouraged to read in lessons when the opportunity presents itself.
- Where teaching is effective in promoting good learning and achievement, teachers provide exciting lessons that engage students. Students were seen to engage positively and respond quickly to challenging questions, for example when they were working on problem solving in mathematics lessons in Year 7.
- Teaching assistants are carefully deployed and are skilled in supporting and challenging students with disabilities or specific learning needs. In lessons, they provide effective support to students who need extra help with their work. Outside of lessons they support individuals and small groups of students to catch up. They have a positive impact on learning.
- Relationships between teachers and students are good. Teachers encourage students of all ages to ask each other questions and to work together well during paired and group activities.

The achievement of pupils requires improvement

- Standards on entry to the school are below average in English, mathematics and science. Outcomes in many subjects still require improvement in the current Year 10. This is due to a legacy of poor teaching and because students are not sufficiently challenged or cannot access the technical language required to succeed in these subjects.
- Achievement requires improvement in history, geography, information and communication technology and modern foreign languages. Students' progress slows because of the lack of the high-level literacy skills required of them.
- The most-able students do not make rapid progress because they are not consistently or sufficiently challenged in all their studies.
- Standards in English, art and music are high and rising further as students benefit from the good work of teachers. This is because teachers provide good programmes that challenge, interest and engage students, leading them to secure faster progress in these subjects.
- Some aspects of literacy are promoted well across the school. Reading is encouraged throughout the school and literacy skills are developed in many subjects. However, there is not enough emphasis on technical language in some subjects.
- Year 7 'catch-up' funding is used effectively to support weak readers and help them to improve their reading skills so that they are able to keep up with classmates in lessons.
- Students who attend off-site provision gain valuable work-related qualifications and achieve well due to the specialist provision that is made for them.
- The progress of disadvantaged students eligible for the pupil premium is good in English and mathematics. Extra help is provided through one-to-one tuition, in-class support and the employment of additional teachers. This has reduced the attainment gap between these students and others across all year groups. Consequently, disadvantaged students achieve as well as and sometimes better than their peers.
- Disabled students and those who have special educational needs make good progress. This is because teaching is closely matched to their learning and teaching assistants provide high quality support that contributes to their success and meets their needs.
- There is evidence of more rapid progress for current students in books and in lessons. Work is more often pitched at an appropriate level and most students work hard and want to do well.

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	138537
Local authority	Leicestershire
Inspection number	462003

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

Type of school	Academy
School category	Non-maintained
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	530
Appropriate authority	The governing body
Chair	Peter Henton
Principal	Alan Russell
Date of previous school inspection	27 June 2013
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