

# Inspection of Winterbourne Academy

High Street, Winterbourne, Bristol, BS36 1JL

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Inspection dates: 10–11 May 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Sixth-form provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

## What is it like to attend this school?

Pupils appreciate the high expectations the school has of them and most rise to meet them. Pupils take pride in their work and most strive to do their best. They are polite and courteous.

The school's 'PRIDE' values of participation, respect, integrity, determination and enthusiasm help pupils to develop their character. Clubs cater for a variety of interests, including debating, chess and sports.

When bullying is reported it is dealt with effectively by staff. Pupils know who to speak to if they experience bullying. Some pupils are anti-bullying ambassadors. They work with leaders to encourage their peers to report all instances of bullying so that they do not recur.

Pupils typically behave well. When they do not, staff usually deal with it promptly so that learning does not stop and the environment remains calm. Most pupils feel that rewards and sanctions are used fairly.

Staff know pupils well. Pupils have an adult they can speak to if they need support. Most pupils enjoy school and feel safe. Students in the sixth form describe a 'harmonious environment'. They have greater independence while also being well supported.

## **What does the school do well and what does it need to do better?**

The curriculum is ambitious and prepares pupils for their next stage of education. Leaders have acted to increase the number of pupils who continue with both a humanities subject and a language into Key Stage 4. This means the number of pupils eligible for the English Baccalaureate has increased but it is still relatively low. Students in the sixth form have many courses to choose from. Some courses run at other schools in the trust. This means students are able to follow their individual interests and aspirations.

Teachers explain new learning clearly. They help pupils to link this to what they already know. Training provided by leaders and the trust ensures staff continue to develop their knowledge and skills. Pupils with special educational needs and/or disabilities are well supported. Staff know the needs of individual pupils and support them well. Teachers check on pupils' learning, but do not always identify when pupils have not gained the knowledge or skills expected. In the sixth form, teachers pinpoint misconceptions and gaps in knowledge well and act to reduce them.

Pupils read often. All teachers know how to help pupils increase their confidence and vocabulary when reading. The books teachers read to pupils include different genres and introduce pupils to authors and characters from diverse backgrounds. The few pupils who are at an early stage of reading get the support they need to improve. Students in the sixth form read beyond what is essential for the subjects they study.

Pupils have positive attitudes to their learning. They are keen to learn and most work hard, even when they are finding work challenging. Behaviour at lesson changeovers and social times is orderly. The curriculum teaches pupils about the importance of tolerance. However, some pupils use discriminatory language at school. Leaders have clear plans to reduce the use of offensive language. These are at an early stage and have not yet had the necessary impact.

Governors and trustees know the school well. They use this knowledge to help leaders continue to develop the school. Governors and trustees check on the work of leaders and offer both support and challenge to them. Leaders take account of staff workload and wellbeing. Staff feel well supported in fulfilling their roles.

The personal, social and health education (PSHE) curriculum revisits topics such as healthy relationships over time. Pupils say that this means they learn about useful topics at the right time for their stage of development. There are many opportunities to debate and discuss complex issues. These support pupils' social development. Sixth-form students value PSHE and feel it helps prepare them well for life beyond

school. Pupils say that some staff are much more confident than others in teaching PSHE. Leaders are aware of this and plan to improve the teaching of complex issues.

The careers curriculum is comprehensive. Pupils meet a range of employers. They learn about apprenticeships and further education. The guidance pupils receive when choosing their key stage 4 and key stage 5 options is appropriate. As a result, sixth-form students rarely change course. Most complete their programme of study and move on to further study, apprenticeships or employment. The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.

## **Safeguarding**

The arrangements for safeguarding are effective.

The curriculum helps pupils to understand the potential risks to them and how to reduce these. Staff know how to spot signs that a pupil may be at risk. They know how to refer any concerns they may have. Pupils who are more vulnerable are well known by all staff and are monitored closely. Referrals are made promptly when it is appropriate to involve other agencies.

Leaders analyse trends and adjust the curriculum and staff roles to address these. Checks are made on safeguarding arrangements by governors and trustees to ensure that they are suitable.

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

### **(Information for the school and appropriate authority)**

- Some pupils use discriminatory language. This upsets their peers and makes some feel less welcome in the school. Leaders need to strengthen the curriculum further to ensure that it is effective in preparing all pupils for life in modern Britain.
- Teachers do not always identify gaps in pupils' learning. This means that pupils do not always learn as much as they could. Leaders should make sure that checks on learning identify gaps in learning and act to close these.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	145502
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	10227725
<b>Type of school</b>	Secondary Comprehensive
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	11 to 18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	1758
<b>Of which, number on roll in the sixth form</b>	297
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Sarah Williams
<b>Headteacher</b>	Jason Beardmore
<b>Website</b>	<a href="http://www.winterbourneacademy.org.uk">www.winterbourneacademy.org.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school uses one registered alternative provision.
- The school uses six unregistered alternative provisions.
- The school uses an off-site unit which is run by The Olympus Academy Trust.
- Winterbourne Academy became an academy convertor in February 2018. When its predecessor school, Winterbourne International Academy, was last inspected by Ofsted, it was judged to be inadequate overall.

## Information about this inspection

The inspector(s) carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, senior leaders, trustees, governors and staff from the trust.
- Inspectors carried out deep dives in these subjects: English, mathematics, science, modern foreign languages and history.
- For each deep dive inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors met with the designated safeguarding leader, examined school records and discussed safeguarding cases.
- Inspectors considered responses to Ofsted's online survey, Parent View, and the views of staff and pupils in Ofsted's online surveys. Few pupils responded to the online survey so inspectors held additional meetings to seek their views.
- Inspectors also spoke to alternative providers used by the school.

### **Inspection team**

Sarah Favager-Dalton, lead inspector	Her Majesty's Inspector
Helen Coulson	Ofsted Inspector
Stuart Wilson	Ofsted Inspector
Matthew Collins	Ofsted Inspector
Linda Peck	Ofsted Inspector

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