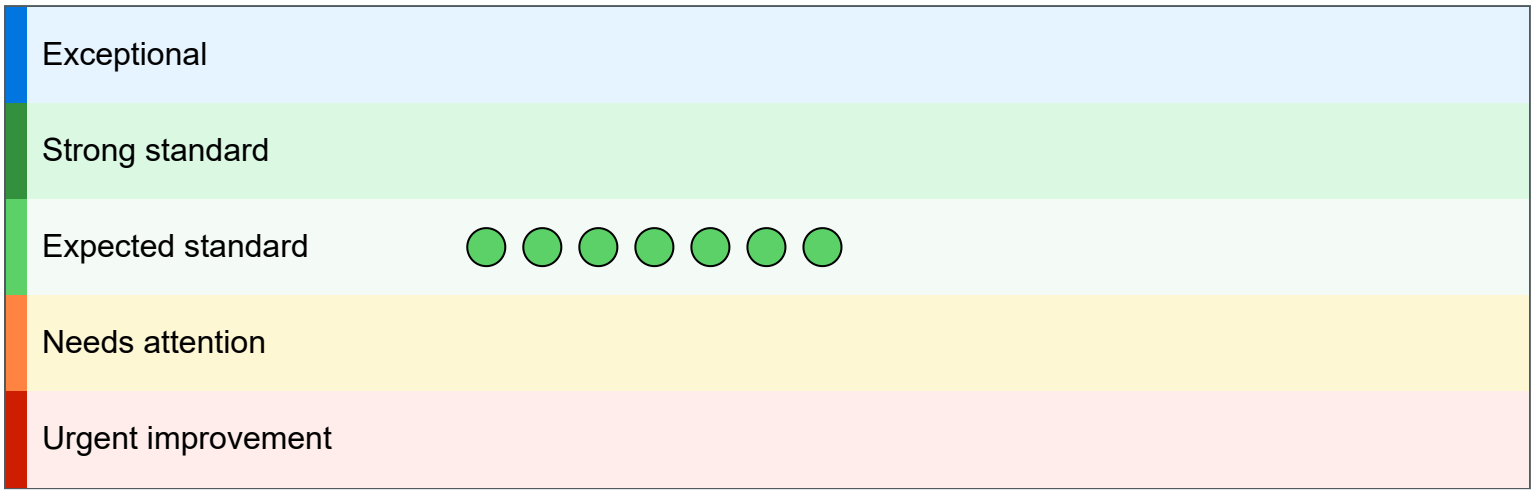
Winterbourne Academy

Address: High Street, Winterbourne, Bristol, BS36 1JL

Unique reference number (URN): 145502

Inspection report: 28 April 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard

Generally, pupils, including those with special educational needs and/or disabilities, achieve well. They have a secure understanding of reading, writing and mathematics. The achievement of pupils is improving over time, with many subjects achieving above national averages at GCSE. At post-16, achievement is in line with national averages. Any gaps in pupils' knowledge are usually closed quickly. Disadvantaged pupils progress steadily through the curriculum. They achieve well compared with others nationally.

Pupils routinely recall what they have learned previously. They become adept at using this existing knowledge to help them to learn new content. Consequently, pupils' knowledge builds progressively. Over time, pupils use subject-specific language with increasing accuracy.

Pupils are prepared well for their next steps in education, employment or training. Post-16 students progress to appropriate destinations, such as university or employment.

Attendance and behaviour

Expected standard

Pupils, including those who are disadvantaged or with special educational needs and/or disabilities (SEND), attend school as regularly as their peers nationally. Leaders take effective action to improve attendance further. Leaders have created a sense of belonging so that most pupils want to attend, and they understand the importance of coming to school. Leaders understand the patterns of absence and the reasons that pupils miss school. Staff put in place reasonable adjustments to remove barriers for pupils with SEND, enabling them to improve their rates of attendance. These actions have led to an improving trend over time.

Pupils behave positively. They understand the school rules and follow clear routines. They show courtesy and respect to each other and to staff. This contributes to a calm and orderly atmosphere around the school, including during social times and lesson changeovers. Generally, pupils display positive attitudes and remain focused on their learning. When pupils need additional help to change their behaviour, leaders act effectively. Leaders use alternative provision appropriately to support pupils. This has contributed to low levels of suspensions. Leaders address any instances of bullying, discrimination or harassment promptly.

Curriculum and teaching

Expected standard

The curriculum is broad and ambitious. Leaders have carefully set out what pupils will learn so that they build their knowledge and understanding. They review how well teachers implement the curriculum and make improvements when required.

Leaders prioritise professional learning for staff. As a result, the curriculum is generally taught well across the school. Teachers use their secure subject knowledge to explain concepts clearly. They typically adapt activities effectively to meet pupils' needs, including

for those with special educational needs and/or disabilities. Staff usually check what pupils have retained and change learning activities to address any misconceptions. However, this is not consistent across some subjects or across key stages. Leaders have an accurate understanding of the quality of the curriculum and teaching. They use this understanding to provide additional training and support where needed.

Leaders prioritise developing pupils' literacy and core mathematics skills. They identify pupils who have not secured the foundations of reading. Well-trained staff provide support that helps these pupils to catch up with their peers.

Inclusion

Expected standard

Leaders prioritise actions to ensure that all pupils feel part of Winterbourne Academy. Staff identify the individual educational and pastoral needs of pupils when they join the school. They plan support for pupils in partnership with other agencies that is well-matched to their needs, including for pupils who are known (or previously known) to social care. For example, the school provides a wide range of support for pupils experiencing mental health challenges. This includes the 'Wellbeing Hub', where staff support pupils to look after their mental health. Pupils also receive support to address any gaps in their learning, for example to improve their reading. As a result, pupils receive the help they need.

Leaders use additional funding appropriately to support disadvantaged pupils. Leaders systematically review the effectiveness of additional support. This helps leaders to identify when changes need to be made to further improve pupils' experiences. The alternative provision used by the school is well matched to pupils' needs.

Staff use their skills to identify and support pupils with special educational needs and/or disabilities (SEND). Teachers typically use strategies effectively to support pupils with SEND to learn as well as their peers. However, where this is not consistent, some pupils do not learn as well.

Leadership and governance

Expected standard

Leaders, including those responsible for governance, ensure a culture of high expectations at the school. They make sure the interests of pupils and their families are at the forefront of every decision taken at Winterbourne Academy. This includes acting in the best interests of pupils, including those with special educational needs and/or disabilities (SEND) and those who are disadvantaged. Leaders, including those responsible for governance, ensure that they sustain a clear sense of community. Leaders work effectively with other external agencies to contribute to the wellbeing and safety of pupils.

Those responsible for governance fulfil their statutory duties effectively. They support and challenge leaders effectively and prioritise staff wellbeing. Together with leaders, they have an accurate knowledge of the school's strengths and areas of development. They take largely effective action to bring about sustainable improvements in all areas of the school's provision, including for disadvantaged pupils and those pupils with SEND. Trustees and those responsible for governance ensure that there are robust checks to ensure that pupils are safe and cared for.

Staff, including those who are at the start of their careers, benefit from high-quality, research-informed professional learning that supports leaders' aims. Leaders design this thoughtfully to help teachers continuously improve while also maintaining staff's sense of wellbeing. Their workload is carefully considered. Staff are positive about the leadership of the school and feel valued.

Leaders and governors engage constructively with parents and carers. A majority of parents are positive about the support the school provides for their children.

Personal development and wellbeing

Expected standard

Pupils, including at post-16, receive highly effective pastoral support. Leaders use their clear understanding of pupils' needs to make sure individuals get the help they need. For example, pupils can access the 'Wellbeing Hub' when they need help with their mental health. Pupils feel they belong to the school community, with older pupils acting as positive role models for younger ones.

Leaders ensure that pupils develop their interests, social skills and wider understanding during their time at school. They carefully plan activities and remove barriers so that all pupils can participate, including those who are disadvantaged and those with special educational needs and/or disabilities. Many events are within the school day. There are opportunities outside lesson time, such as sports clubs, the debate club and the music technology club, where pupils create their own compositions. Pupils raise money for local charities and are involved in personal challenges such as the Duke of Edinburgh's Award. Pupils from different year groups take part in school drama productions in both performance and backstage roles. Enrichment days at the end of the school year bring learning to life, for example through the Year 7 camp.

Leaders carefully plan pupils' personal development. Teaching about relationships and personal safety, at the right age, helps pupils understand how to keep themselves safe online and in the wider community. Leaders use pupils' feedback to ensure that the content remains relevant and meets their needs. The wider curriculum, including physical education, supports pupils' physical and mental health. As a result, pupils are well prepared for life in modern Britain. A small number of pupils have not yet gained all the knowledge leaders expect.

A wide range of careers events for each year group means pupils are very well informed about their future options. This includes chances to work with employers and learn about the world of work.

Post 16 provision

Expected standard

Students follow a well-designed study programme. It includes a wide range of vocational and academic courses delivered in partnership with 2 other schools locally. The courses are carefully matched to students' individual needs and aspirations. In examinations for both vocational and academic qualifications, students achieve in line with national averages.

Leaders ensure that subject curriculums are thoughtfully structured and mostly taught well. However, in a small number of lessons, teaching is less effective, meaning students do not

achieve as well. Teachers use effective strategies to support students, including those with special educational needs and/or disabilities and others who face disadvantage. Students' work is typically of depth and high quality.

Beyond their studies, leaders make sure students receive a considered personal development programme. For example, students learn financial skills. They learn how to keep themselves safe and healthy. They feel this prepares them well for adult life. Students enjoy leadership opportunities, such as taking part in the school council, along with younger pupils.

All students benefit from high-quality careers education. They appreciate the support the school provides with preparing their university applications. A wide range of activities prepares students well for their next steps. This includes work experience, meeting employers and university outreach programmes.

What it's like to be a pupil at this school

Pupils enjoy being part of Winterbourne Academy. They feel safe and well cared for. They receive support from staff when they need it. Pupils know exactly who to turn to if they need help. Pupils attend regularly. They generally behave well in lessons and are keen to learn. Sixth-form students act as positive role models for younger pupils, showing self-discipline and maturity.

Pupils respect differences between people. They typically get along well with each other, and bullying is uncommon. On the rare occasions it does occur, pupils are confident that staff take it seriously and will resolve it quickly. They can also get support from other pupils, such as anti-bullying ambassadors.

Most pupils enjoy their learning. They receive a curriculum that meets their needs, including pupils with special educational needs and/or disabilities (SEND). Overall, pupils achieve well. Pupils with SEND and disadvantaged pupils are supported to progress well through the curriculum from their individual starting points.

Pupils develop their confidence through a wide variety of activities. They experience a range of events and visits. Many enrichment opportunities take place during the school day, meaning that all pupils participate. They include trips to theatres, museums and universities and learning new skills such as putting up a tent. Pupils enjoy taking part in experiences such as drama productions, sports and the Duke of Edinburgh's Award. They relish taking on leadership roles, such as representing their peers in the school council and raising money for charity to support the local community. Pupils support one another in other leadership roles, such as reading mentors and equalities and diversity ambassadors. Sixth-form students enjoy work experience. These activities foster their sense of responsibility. Pupils leave very well prepared for the next stage of their education.

Next steps

- Leaders should ensure that teachers use assessment strategies skilfully to address misconceptions so that all pupils progress well from their starting points.
- Leaders should ensure that teachers consistently use their knowledge of pupils to make effective adaptations that remove barriers to learning.
- Leaders should refine and evaluate actions to remove barriers to attendance so that pupils attend regularly.

About this inspection

This school is part of Olympus Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Claire Moloney-Banks, and overseen by a board of trustees, chaired by Sarah Williams.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, the chair of the board of trustees, the chair of the local governing board and additional governors, the CEO and other members of the school's leadership team during the inspection.

The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

The inspectors confirmed the following information about the school:

The school currently makes use of 9 alternative provisions, including 6 that are unregistered.

Headteacher: Jennifer Cartwright

Lead inspector:
Sarah Wilson, His Majesty's Inspector

Team inspectors:
Deborah Wring, Ofsted Inspector
Frances Bywater, His Majesty's Inspector
Mike Thomas, Ofsted Inspector
Leanne Mills, Ofsted Inspector
Andrew Raistrick, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

This data is from 28 April 2026

School and pupil context

Total pupils

1,783
Well above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 1,067

School capacity

1,880
Well above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 1,154

Pupils eligible for free school meals (FSM)

12.96%
Well below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 28.9%

Pupils with an education, health and care (EHC) plan

2.58%
Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.09%

Pupils with special educational needs (SEN) support

13.97%
Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 13.4%

Location deprivation

Above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	58.7%	45.4%	Above
2023/24 (final)	50.0%	45.9%	Close to average
2022/23 (final)	52.7%	45.3%	Close to average

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	52.0	46.1	Above
2023/24 (final)	47.9	45.9	Close to average
2022/23 (final)	49.9	46.3	Close to average

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.16	-0.03	Close to average
2022/23 (final)	0.06	-0.03	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	23.3%	25.8%	Close to average
2023/24 (final)	12.1%	25.8%	Below
2022/23 (final)	16.1%	25.2%	Close to average

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	36.2	34.9	Close to average
2023/24 (final)	30.7	34.6	Close to average
2022/23 (final)	36.1	35.0	Close to average

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-1.06	-0.57	Below
2022/23 (final)	-0.32	-0.57	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	23.3%	53.1%	-29.8 pp
2023/24 (final)	12.1%	53.1%	-41.0 pp
2022/23 (final)	16.1%	52.4%	-36.3 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	36.2	50.4	-14.2
2023/24 (final)	30.7	50.0	-19.3
2022/23 (final)	36.1	50.3	-14.2

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	-1.06	0.16	-1.22
2022/23 (final)	-0.32	0.17	-0.48

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers (revised)	97%	92%	Above
2022 leavers (revised)	97%	93%	Above
2021 leavers (revised)	97%	94%	Above

16 to 18 performance

A-level average point score

The average points that students achieved per A-level entry.

Year	This school	National average	Compared with national average
2024/25 (final)	35.19	35.00	Close to average
2023/24 (final)	33.97	34.38	Close to average
2022/23 (final)	30.83	34.16	Close to average

A-level value added

A score showing students' progress between the end of key stage 4 and the end of their academic qualification studies.

Year	This school	National average	Compared with national average
2024/25 (final)	0.0	0.0	Close to average
2023/24 (revised)	0.0	0.0	Close to average

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	8.1%	8.4%	Close to average
2023/24 (3 term)	8.3%	8.9%	Close to average
2022/23 (3 term)	6.7%	9.0%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	21.6%	23.4%	Close to average
2023/24 (3 term)	21.1%	25.6%	Below
2022/23 (3 term)	17.4%	26.5%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement 🔴

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at https://reports.ofsted.gov.uk.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: http://eepurl.com/iTrDn.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted
© Crown copyright 2026

© Crown copyright