

Alexandra House
33 Kingsway
London
WC2B 6SE

Textphone 0161 618 8524
T 08456 40 40 40
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T 0207 421 5642
Direct F 0207 421 6746
Mark.Hogan@ofsted.gov.uk



5 December 2008

Mr John Fitzgerald
Headteacher
Winterton Comprehensive School
Newport Drive
Winterton
Scunthorpe
North Lincolnshire
DN15 9QD

Dear Mr Fitzgerald

Ofsted survey inspection programme – Moving through the system

Thank you for your hospitality and co-operation, and that of your staff, during my visit with Jennifer Brown HMI on 12 and 13 November 2008 to look at work on developing the future economic well-being of students in your school and careers education. We also looked at how well arrangements are made to support students during their transition into secondary school.

The visit provided valuable information which will contribute to our national evaluation and reporting. Published reports are likely to list the names of the contributing institutions, but individual institutions will not be identified in the main text without their consent.

The evidence used to inform the judgements made included: lesson observations, interviews with staff and students together with the scrutiny of relevant documentation.

Overall, your work in developing the future economic well-being of students in your school is good. There is a wide range of opportunities for students to develop skills relevant to their future economic well-being. For example, the development of teamwork and analytical skills in lessons, visits to industry, universities, prefects and peer mentoring. Senior leaders have a very good understanding of the needs of the students and have prioritised the development of personal learning and thinking skills to ensure students are well prepared for learning.

Features of effective practice:

- Relationships between students and staff are good. Students have positive attitudes to learning and behaviour which was evident in the lessons observed and around the school.
- The classroom environments are work-focused and teachers are adept at managing behaviour. Good teaching is exemplified by well-planned activities which are clearly matched to learning objectives and have a good balance between teacher directed



INVESTOR IN PEOPLE

activities and independent learning. Inspectors observed good examples of skill development relevant to the future economic well-being of students. For example, the development of analytical skills, teamwork and risk taking. However, teachers are not highlighting the significance of relevant skill development in lessons to economic well-being. Information and communication technologies are used well to promote learning. Additionally, teaching materials are made more relevant by applying them to students' lives. However, not all teachers have up-to-date knowledge of recent guidance, information and resources related to developing the economic well-being of students.

- Good use is made of external links with further education and industry in engineering. Visits to the local college and to local businesses increase students' skills and understanding of the world of work in relation to engineering.
- Recent surveys of parents identify high levels of satisfaction with careers education at the school. Students are very positive about the quality of guidance they receive. This also includes guidance about Key Stage 4. The school has a very good relationship with Connexions personal advisers.
- The transition from primary to secondary school is managed very well. There are strong curriculum links with primary schools. This includes teachers collaborating with Year 6 teachers to develop their understanding of the primary curriculum. Additionally, in making post-16 choices, students are supported and encouraged to look well beyond the local area. For example, some students are progressing into the armed services, others to take post-16 courses in different parts of the country.
- Senior leaders have high expectations of students and are strongly committed to raising standards. They place a strong emphasis on developing students' social and personal skills and the impact of this is evident. The majority of students give thoughtful and considered responses and work well as a group. There is a strategic approach to the development of different aspects of economic well-being. Actions taken include improving personal, social, health and economic (PHSE) provision, making the Key Stage 4 curriculum more relevant to all students at the school and offering a broader range of vocational courses including diplomas.

Areas for further improvement, which we discussed, include:

- Identifying the relevant skill development in lessons which cross-references to economic well-being.
- Increasing students' knowledge and understanding of how to manage their money and to become informed users of financial services.
- Improve teachers' knowledge of recent guidance, information and resources related to developing the economic well-being of students.



I hope these observations are useful as you continue to develop economic well-being in the school.

As I explained, a copy of this letter will be sent to your local authority and will be published on the Ofsted website. It will also be available to the team for your next institutional inspection.

Yours sincerely

Kekshan Salaria
Her Majesty's Inspector

