

Inspection of an outstanding school: Winton Academy

Winton Way, Bournemouth, Dorset BH10 4HT

Inspection dates:

14 and 15 May 2024

Outcome

Winton Academy continues to be an outstanding school.

The principal of this school is Leon Lima. The school is part of the United Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Sir Jon Coles, and overseen by a board of trustees, chaired by Richard Greenhalgh.

What is it like to attend this school?

Winton Academy is highly ambitious for all pupils. At its heart is the desire to develop young men who are excellent learners, highly effective communicators and compassionate individuals. Pupils leave the school with impressive qualifications that prepare them well for their future studies and careers. The school ensures that pupils have the confidence to enter their adult lives as well-informed and active citizens.

The behaviour of pupils at this school is exceptional. The school has high standards for pupils' conduct. On the very rare occasion where behaviour falls below the standard expected it is rapidly addressed. Pupils value this clarity and the disruption free learning that takes place as a result. Pupils are polite and courteous to adults and each other. They enjoy taking part in events such as the international food festival to widen their understanding of the world. There is a warm and inclusive culture within the school.

The school's house system is a vibrant part of school life. Pupils engage in a rich range of activities while representing their house. Sports fixtures, escape room challenges and academic Olympiad events enable many pupils to contribute to winning the annual competition. Through 'house service' pupils volunteer in the local community. For example, leading arts workshops and coffee and chat in local care homes. Pupils see these projects as opportunities to give back and help others.

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

The curriculum has been skilfully planned so that pupils' knowledge builds securely over time. Pupils make links to their prior learning when studying new topics. For example, their deep understanding of historical time periods enables them to analyse English texts

to a greater depth. This is preparing pupils exceptionally well for sixth-form and higher education.

Pupils learn a rich range of vocabulary across the curriculum. They practise using this vocabulary in their own written and verbal answers. As a result, pupils are eloquent and confident when talking about their learning.

Assessment is a strength of the school. Teachers use questioning to swiftly identify if a pupil has misunderstood or not remembered any aspect of their work. Activities and the curriculum are then adapted to provide additional support. Equally, when pupils have grasped concepts securely, they are rapidly introduced to more demanding work. This means that all pupils learn the curriculum exceptionally well.

The school identifies the precise needs of pupils with special educational needs and/or disabilities. 'The Gateway' hub helps pupils with their academic and personal needs effectively. For example, by providing mental health support and mentoring. This supports pupils to attend school regularly.

Pupils read frequently and widely. Subjects introduce pupils to demanding fiction and non-fiction texts. Pupils learn how to analyse and interpret them in different contexts. The school identifies pupils who would benefit from additional help with their reading accuracy or confidence. These pupils quickly develop their skills and enjoyment of reading. Stories shared as part of the school's reading programme inspire pupils to question and debate. They enjoy considering different viewpoints beyond their own. Extra-curricular activities further engage pupils with reading for pleasure. Author visits, book clubs and reading challenges are regular features of the school calendar.

The citizenship curriculum ensures that pupils learn about healthy relationships. Pupils know how to keep themselves safe and look after their well-being. A comprehensive careers programme includes individual advice and guidance for all pupils. Pupils visit universities, attend careers fairs, meet apprenticeship providers and take part in work experience to help them decide their future path. Pupils leave this school well prepared for the future world of work.

The trust provides high-quality professional development opportunities for staff. This both ensures that they are highly effective in their current roles but are also able to further develop their careers. The trust is proactive in looking after the well-being of staff. Winton Academy is proud to share their expertise with other schools and education providers. They see this peer support work as part of their commitment to providing a high-quality education for all.

Safeguarding

The arrangements for safeguarding are effective.

Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be outstanding in 11–12 December 2018.

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.

Further information

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

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	140007
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10322271
Type of school	Secondary Comprehensive
School category	Academy sponsor-led
Age range of pupils	11 to 16
Gender of pupils	Boys
Number of pupils on the school roll	912
Appropriate authority	Board of trustees
Chair of trust	Richard Greenhalgh
CEO of the trust	Sir Jon Coles
Principal	Leon Lima
Website	www.wintoncollege.org.uk
Date(s) of previous inspection	11 – 12 December 2018, under section 5 of the Education Act 2005

Information about this school

- Winton Academy for boys is co-located with Glenmoor Academy for girls. Younger pupils are taught in single sex groups. Older pupils are taught in mixed-sex groups for some subjects. Pupils share social spaces.
- The school is a part of the United Learning multi-academy trust.
- The school does not use alternative providers.
- 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.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held discussions with school leaders at all levels. Inspectors also met staff, executive leaders of the trust, members of the local governing body and a representative of the trust board.
- Inspectors carried out deep dives in these subjects: mathematics, English and religious education. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also toured the school during pupils' breaks from lessons and visited tutor groups.
- Inspectors met representatives from the pupil leadership team.
- Inspectors viewed a range of school documentation, including minutes of governance meetings and the school's self-evaluation documents.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered responses to the online survey, Ofsted Parent View, as well as responses to the staff survey and pupil survey.

Inspection team

Sara Berry, lead inspector

His Majesty's Inspector

Deborah Wring

Ofsted Inspector

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