

Inspection of Winterton Community Academy

Newport Drive, Winterton, Scunthorpe, Lincolnshire DN15 9QD

Inspection dates:	14 and 15 January 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Previous inspection grade	Good

The headteacher of this school is Kevin Rowlands. This school is a single-academy trust, which means other people in the trust also have responsibility for running the school. The trust is overseen by a board of trustees, chaired by Rosalind Taylor.

What is it like to attend this school?

Winterton Community Academy is a friendly and caring school. Staff are committed to providing an inclusive school experience for all. The school's established values of hard work, positivity and respect have been recently extended to include community, diversity and ambition. These values are understood by all. The relationships between teachers and pupils are positive, creating a feeling of unity throughout the school.

Pupils feel safe, and they know they can approach staff if they have any concerns. Pupils are confident and able to express their thoughts and opinions. Staff want the pupils to succeed and expand their knowledge of the world. The atmosphere in the school is calm, and pupils behave well during lessons and while socialising. Staff and pupils understand the school's behaviour expectations. Incidents of poor behaviour are low. In lessons, there is very little low-level disruption.

Parents and carers praise the school for its supportive environment. They appreciate the warm welcome new pupils receive and the regular communications with parents. As a result, pupils quickly settle into life at the school.

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

In many subjects, the curriculum has undergone recent changes. There is a significant number of new leaders in the school. The school has thought carefully about what the pupils will learn and the order of teaching. It identified reading as a barrier for some pupils, and the curriculum includes opportunities for new vocabulary to be taught at the start of topics. Further support for readers is planned.

Teachers have a deep understanding of the subjects they teach. They use questioning to check pupils' understanding. In some subjects, pupils learn well. Teachers design activities that enable them to build up their knowledge gradually, applying separate ideas to more complex concepts. In other subjects, the curriculum is not taught as effectively. The activities that teachers design do not always support pupils to learn the important knowledge, or to produce high-quality work. Leaders are at the early stages of addressing this by providing support.

The school carefully identifies pupils' individual needs and supports pupils with special educational needs and/or disabilities (SEND) well. Staff understand pupils' needs and provide the extra help necessary for them to access the curriculum. Some pupils receive extra help in 'The Junction' and 'The Hub', where specialist teachers adjust the curriculum to support pupils' development.

Pupils understand the school's high expectations for their behaviour. They build strong relationships with adults and other pupils. In social situations, pupils show confidence, care for others and are polite and respectful to each other and to staff. Pupils receive high-quality pastoral support. The school provides effective support for pupils who struggle to meet the school's behaviour expectations.

The school's curriculum for personal, social and health education is well considered. Pupils learn how to keep safe online and in the community. They learn about healthy lifestyles and relationships, and different religions and cultures. Most pupils learn about the importance of showing respect and being tolerant to others who may have backgrounds different to their own, though some pupils had limited recall of this important knowledge. Older pupils are well informed about careers and their options. All pupils have opportunities to engage with the world of work.

Staff are proud to work at the school. They appreciate how leaders take account of their workload and well-being. A significant number of leaders, including governors, have been recently appointed. They are being provided with appropriate support to enable them to establish an accurate view of the school and to develop the skills and processes to enable improvement. The school's processes for checking how well things are working are not as well developed as they could be. They do not provide senior leaders or governors with the information they need to have a clear oversight of the actions needed to support school improvement as effectively as possible.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Senior leaders, and those responsible for governance, do not always have a close enough oversight of work to assess and improve the school's quality of education. It is not always clear what the school is trying to improve, how this will be achieved or whether it is working. The school must ensure that actions to improve the curriculum are thought through sufficiently well. Leaders and those responsible for governance should ensure that the school's actions to improve the quality of education are effective.
- The curriculum is not implemented effectively in all subjects. Sometimes, teachers design work and activities which do not help pupils to learn the important knowledge securely enough. As a result, not all pupils learn as well as they could. The school should ensure that teachers are supported to deliver the curriculum effectively so that pupils learn and achieve well in all subjects.

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	138831
Local authority	North Lincolnshire
Inspection number	10370369
Type of school	Secondary comprehensive
School category	Academy converter
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	534
Appropriate authority	Board of trustees
Chair of trust	Rosalind Taylor
Headteacher	Kevin Rowlands
Website	www.wintertonca.com
Dates of previous inspection	5 and 6 February 2020, under section 8 of the Education Act 2005

Information about this school

- Winterton Community Academy is the only member of the Winterton Community Academy trust.
- The school does not use alternative provision.
- 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

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth-form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation 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.
- 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 spoke with the headteacher and other senior leaders.
- The lead inspector met with the chair of trustees and two members of the governing body.
- Inspectors carried out deep dives in these subjects: mathematics, science, English, geography and history. 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 discussed the curriculum and visited lessons in some other subjects.
- Inspectors met with groups of pupils from a range of year groups, including pupils with SEND. Inspectors spoke with pupils at breaktimes and lunchtimes.
- Inspectors reviewed a range of documentation, including education, health and care plans, to evaluate the provision for SEND.
- Inspectors held meetings with leaders and reviewed records relating to attendance, behaviour and personal development.
- Inspectors observed pupils’ behaviour at breaktimes and lunchtimes.
- The views of staff and pupils who responded to Ofsted’s survey were considered. Additionally, inspectors reviewed the views of parents through Ofsted’s survey for parents, Ofsted Parent View, including the free-text comments.

Inspection team

Chris Fletcher, lead inspector	Ofsted Inspector
Erica Hiorns	Ofsted Inspector
Dave Wadsworth	Ofsted Inspector

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