

Inspection of The Winstanley School

Kingsway North, Braunstone Town, Leicester, Leicestershire LE3 3BD

Inspection dates: 12 and 13 September 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Previous inspection grade Requires improvement

The headteacher of this school is David Bennett. The school is part of LiFE Multi-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, Chris Parkinson, and overseen by a board of trustees, chaired by Liz Warren.

What is it like to attend this school?

This is a school which wants the very best for all pupils. Leaders have a clear vision for the school and are determined that pupils will succeed. Since the last inspection, leaders and staff have worked hard to improve the school. This work is now paying off, and the quality of education has improved.

Leaders and governors know the school well. They make regular checks to ensure that the curriculum is delivered well. They have identified the areas in which improvements are still needed, and are working with determination to address these.

Pupils are happy and feel safe. They know that their teachers care for them. They are sensible and attentive in lessons. Pupils work together and support each other well. They are taught how to keep safe, including online.

Pupils appreciate the wide range of extra activities that are available to them. This includes sports, arts, music and help with homework. Almost all pupils take part. The school makes sure that pupils have access to opportunities that prepare them well for adult life.

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

The school has designed an ambitious curriculum. It is planned to meet the needs of the pupils. In each subject, plans build towards an end goal. This is to make sure that pupils have the knowledge and skills they need to move on to the next stage of their education.

Leaders know the areas that need to improve and have put effective plans in place to remedy the issues identified. Outcomes for pupils declined during the pandemic, and leaders know that they are still not as strong as they would like them to be. As a result, they have reviewed the curriculum and changes to plans are now taking effect. For example, the new mathematics scheme of work has ensured that pupils learn things in a logical sequence.

The school has given a high priority to reading. A range of programmes have been introduced to develop the reading skills of every pupil. Pupils learn to read fluently. All pupils have books read to them during tutor time. The texts chosen are relevant and interesting.

Teachers have good subject knowledge. They implement the curriculum well and adapt it to meet the needs of their class. In some subjects, teachers check that pupils have remembered the important knowledge they need. However, this is not consistent in all subjects. Some teachers do not routinely identify when pupils have misconceptions or gaps in their knowledge.

The school provides good-quality professional development and training for teachers. Teachers value this and say that it has helped them improve delivery of the curriculum. They say that leaders support their well-being and have taken steps to reduce unnecessary workload.

There are clear systems in place to identify pupils with special educational needs and/or disabilities (SEND). The support pupils with SEND need to access the curriculum is included in clear and detailed plans. Pupils receive good support in class. Teachers and teaching assistants make adaptations when necessary. As a result, these pupils make good progress in line with their peers.

The school has specialist provision in the Shine Centre for pupils with social, emotional and mental health needs. Staff carefully consider the needs of each pupil in this class and provide an appropriate curriculum. The atmosphere in the provision is calm and purposeful.

The new behaviour policy has improved pupils' behaviour. Off-task or disruptive behaviour is rare. Pupils move around the school calmly. Pupils' attendance fell during the pandemic and has not yet recovered. The school has been proactive in promoting good attendance, but this is not yet having an impact for all pupils.

There is an extensive programme to promote pupils' personal development. It covers a range of issues, including consent and online safety. The school works closely with the community, including local churches and the local mosque. Pupils celebrate diversity and equality. They have a good understanding of what is right and wrong. Pupils are taught to be 'an upstander and not a bystander'.

The school has established a comprehensive programme of careers advice and guidance. Careful consideration has been given to the context of the school and the needs of the pupils. As a result, pupils have ample information to prepare them for life beyond school.

Trustees and governors are realistic about the school's strengths and weaknesses. They are knowledgeable and well trained. Leaders work well with colleagues from the trust, who have provided support when required.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Pupils' attendance remains below pre-pandemic levels. As a result, some pupils, especially disadvantaged pupils and pupils with SEND, do not attend well, and this affects their progress. The school should take further steps to improve pupils' attendance so that all pupils have the opportunity to achieve their full potential.

- Teachers in some subjects do not regularly or systematically check that pupils have remembered key knowledge. As a result, some pupils have gaps in their understanding. The school should ensure that teachers in all subjects use assessment well to check what pupils know and to plan next steps.

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	143844
Local authority	Leicestershire
Inspection number	10288354
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	636
Appropriate authority	Board of trustees
Chair of trust	Liz Warren
Headteacher	David Bennett
Website	www.winstanleyschool.org.uk/
Dates of previous inspection	3 and 4 December 2019, under section 5 of the Education Act 2005

Information about this school

- The school uses the services of 10 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.
- The school has a 15-place specialist provision for pupils with social, emotional and mental health needs.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- 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 carried out deep dives in seven subjects: English, mathematics, history, science, geography, computer science and physical education. For each deep dive, inspectors met with subject leaders to discuss 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 met with leaders of reading and listened to pupils read.
- Inspectors met with a wide range of senior leaders, including the SEND coordinator and leaders responsible for behaviour and personal development.
- Inspectors met with trust leaders and those responsible for governance.
- Inspectors visited the Shine Centre and spoke to staff and pupils.
- Inspectors looked at information about behaviour, attendance and enrichment opportunities.
- Inspectors spoke to a range of staff.
- To evaluate the effectiveness of safeguarding, the 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 the responses to the online survey, Ofsted Parent View.
- Inspectors considered the responses to the staff and pupil surveys.

Inspection team

Paul Heery, lead inspector	Ofsted Inspector
Jane Burton	Ofsted Inspector
Steven Barnes	Ofsted Inspector
Martin Fitzwilliam	Ofsted Inspector

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