

Appendix 5: Written Report Template

CHALLENGE PARTNERS: Quality Assurance Review Written Report

Name of School:	The Windsor Boys' School
School Address:	1, Maidenhead Road, Windsor, Berkshire, SL4 5EH
Hub School:	Lampton

Telephone Number:	01753 716060
Email address:	mail@twbs.co.uk

Unique Reference Number:	141884
Local Authority:	Windsor and Maidenhead
Type of School:	Secondary
School Category:	Academy
Age range of pupils:	14-19
Number on roll:	817 including 228 in the sixth form
Head teacher/Principal:	Gavin Henderson

Date of last Ofsted inspection:	8-9 May 2013
Grade at last Ofsted inspection:	3

Date of Quality Assurance Review:	21-23 September 2016
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QUALITY ASSURANCE REVIEW – SUMMARY OF ESTIMATES¹

School Improvement Strategies:	Good
Outcomes for Pupils is:	Good
Quality of Teaching, Learning and Assessment:	Good
Area of Excellence: Co-curriculum provision	Confirmed and valid for 3 years
Previously accredited areas of excellence	Mathematics

Overall Review Evaluation

The Quality Assurance Review found indicators that The Windsor Boys' School appears to have moved beyond the Requires Improvement grade as judged by Ofsted in the school's previous Ofsted report and is working within Good grade.

1. Please note that a Challenge Partners Quality Assurance Review is not equivalent to an Ofsted inspection, and agreed estimates from the review are not equivalent to Ofsted judgements.

Information about the school

- The Windsor Boys' School is an average sized secondary school with around 250 students in the sixth form.
- The school converted to an academy in March 2015 and is in a MAT with Windsor Girls' School.
- The school benefits from an unusually wide range of extra-curricular activities particularly in the creative arts and in sport.
- The proportion of boys from minority ethnic groups is below average. Over three quarters of the students are from White British, Irish or other White or mixed White heritages. There are small proportions of boys from other heritages especially Indian and Pakistani heritages.
- The proportion of disadvantaged students is well below average.
- The proportion of disabled students and those with special educational needs is above average.

School Improvement Strategies

What Went Well

- Leaders at all levels are passionately committed to the successful development of the school and the welfare of the students.
- The headteacher and other senior leaders have shown clear and decisive leadership in undertaking necessary reorganisation to balance the budget while driving forward improvements in teaching and learning. This has sometimes involved making difficult decisions but staff morale remains high and there is a sense of mutual respect between leaders and other staff. Middle leaders are skilled, very enthusiastic and are supportive of senior leaders and teachers in the school.
- Underperformance by staff has been rigorously tackled and teachers are given individual support plans when necessary. Performance management is well used to hold teachers to account and to recognise strengths and areas for development. There are regular opportunities to share good practice.
- The curriculum has been recently reorganised to provide an even better breadth and balance for students in response to new requirements. This is also the case in the sixth form. The regular curriculum is supported by the exceptionally wide range of high quality extra-curricular activities so that the provision for spiritual, moral, social and cultural development is very strong.
- The school has prioritised the need to support disadvantaged students and, as a result, gaps between their achievement and the achievement of their peers are closing in most years across the school. Leaders understand how essential it is to maintain this focus and continue to evaluate the impact of the strategies used.

- Leadership of the sixth form is very strong and there is a good understanding of the strategies needed to ensure it remains financially viable.

Even Better If...

...middle leaders took greater responsibility for driving forward improvements in the quality of teaching and learning through their support for the professional development of staff, and through a consistent approach to monitoring the implementation of school policies.

...leaders at all levels consistently presented a shared understanding of the many strengths of the school and of the vision for further development.

...school assessment information was provided in a clear and concise format which clearly demonstrates the progress of groups.

...even more opportunities were provided to share the excellent practice currently in the school.

Pupil Outcomes

Validated 2015 data is available in Raiseonline. The school holds unvalidated data for 2016. The ALPS data for 2016 is now held by the school.

- Students enter the school in Year 9 from a number of feeder schools. Attainment on entry as judged by Key Stage 2 results is broadly average, with slightly higher attainment on entry in the current Year 11 than in the previous two years.
- Students make good progress in the school. In 2015 the proportion achieving 5+A*-C including English and mathematics was significantly above the national average. According to school data this figure fell by 3% in 2016 to 63%, still securely above the national average for 2015. 67% achieved A*-C in English and in mathematics.
- Students make very good and sometimes excellent progress in English and in mathematics. In 2015, average point scores in English and in mathematics were significantly above the national average. The proportions making expected progress and more than expected progress in both English and in mathematics were well above the national average. School data indicates that in 2016 the proportions making expected progress in English rose still further but decreased in mathematics, while remaining well above the 2015 national average.
- In 2015, value-added for Best 8 subjects was above average and school data indicates that this improved further in 2016. The Progress 8 score as calculated by the school also improved in 2016.
- Value-added for mathematics and science was significantly above average in 2015. The students studying single sciences achieved well in both 2015 and 2016. However, attainment in core science was below average and this was also the case in 2016, when results for additional science also fell.

- In both 2015 and 2016, students did not achieve as well in all subjects as they did in English and mathematics. In 2015, achievement in resistant materials, geography, computer science, information technology and Spanish was lower than in other subjects. In 2016, achievement in geography and resistant materials continued to be too low along with achievement in some other subjects such as electronics.
- Higher ability students made less rapid progress than middle or lower ability students in 2015. However, in 2016 progress made by this group improved.
- Gaps between the attainment and progress of disadvantaged students and other students in the school narrowed in both 2015 and 2016 although some gaps remain, especially in the proportions achieving 5+ A*-C including English and mathematics. The school has identified that in 2016 there was an increased gap in the proportions of middle ability students making and exceeding expected progress in English and is aware of the need to address this.
- Value added for students with an educational health care plan was below average in 2015 but broadly in line with national averages in 2016.
- Students make very good progress in the sixth form. Attainment is broadly in line with national averages but value added is above average. The ALPS value added score for A level was 3 (very good) in both 2015 and 2016. There was some subject variation but in 2016 progress was poor in only one subject (psychology.) This subject has now been dropped from the curriculum. At AS level, progress was poor in only two subjects: economics and photography. Progress was very good in a number of subjects at both A and AS level. Progress in BTEC vocational courses was excellent. Students re-sitting GCSE English and mathematics had some success. Four out of six achieved a grade C in mathematics and six out of 11 in English.

Quality of teaching, learning and assessment

What Went Well

- Relationships between teachers and students and between students are excellent. There is a strong ethos of respect and inclusion.
- Students want to learn. They think carefully about the tasks they are set, working together well, sharing their ideas, and supporting each other in their learning. Good examples were seen of students taking control of their own learning and making decisions about next steps. They follow well-established classroom routines so that no time is wasted. Discussion is always about learning.
- Students feel very safe in the classroom and are not afraid to try things out, make mistakes or admit they do not understand. This helps them to learn more quickly.
- Teachers are enthusiastic about their subjects. They have secure subject knowledge and many plan exciting and well-sequenced learning activities, which motivate and engage

the students, clearly relating to previous and future learning. In the better lessons seen during the review, the pace of learning was very good.

- In the better lessons observed, the level of challenge was appropriate for students of different abilities and with differing needs so that all students, including the most able and those with special educational needs, could make good progress.
- Many students are very articulate and speak with confidence, often expressing complex ideas clearly. They think carefully about their response to teachers' questions and they themselves ask thoughtful and insightful questions.
- Some excellent examples of very helpful feedback from teachers to students were observed, both verbal and written. When students were asked to assess each other's work they approached the task responsibly and thoughtfully.
- Many teachers set homework that is appropriately related to learning in class and helps to reinforce understanding and develop independence.

Even Better If...

...all teachers consistently applied school policies; in particular marking, presentation, homework and literacy across the curriculum.

...all teachers planned lessons to secure high expectations and appropriate levels of challenge and support for every student.

...all teachers used questioning well to extend higher order thinking and explore the knowledge and understanding of all students.

...all teachers developed strategies which encouraged students to lead their own learning and be less reliant on the teacher.

Quality of Area of Excellence

The co-curriculum provision

The school has maintained a strong tradition of extra-curricular provision over the years and many students and their parents choose the school because of this. The range of provision in sport and the arts is traditionally strong, with regional and national recognition for many students, and large participation numbers for many more.

Recently, extra-curricular academic clubs have developed, like the Physics Society, as has work related learning experiences and careers activities. Leadership opportunities have been provided in a range of ways in the school for several years. Links with local organisations, like Windsor Castle and Legoland, provide leadership development opportunities in unique schemes. Boys take on leadership roles, organising sports and arts events at middle and first schools.

A vast range of international visits and tours are encouraged for all students, for example to Ecuador, South Africa, Canada, China, France, Germany and Wales. Some disadvantaged students are supported to go on these. The long-standing House system encourages inclusive sport and arts, and a healthy spirit of competition and taking part, for the 'honour' of their house.

Rowing produces national and international competitors, and over 60% of new boys try out rowing and want to learn to row.

Music has a regional and national reputation (shortlisted three times for ClassicFM's school music department of the year) and has over 100 participants in choir and orchestra. In many sports the school reaches regional and national finals, with a few boys competing at international or professional level.

The Physics department has run six public lectures by visiting professors of note, all coordinated by students.

Careers guidance has enabled less able students to access internships and higher level apprenticeships.

What actions has the school taken to establish expertise in this area?

There are three additional posts of responsibility (directors of sport, music and rowing) who have explicit responsibility to increase participation and achievement, as well as outreach work. The school has invested in Pixl Edge as a means to record and accredit each student's development and has also engaged in The Careers Academy for the last two years. The governing body receives termly reports and has a governor dedicated to monitoring this school improvement strand.

What evidence is there of the impact on pupils' outcomes?

The progress and the attainment of boys are significantly higher than boys' national averages. From 2008-2016, the overall value added score has been sig+ compared to boys nationally for eight of the nine years. Since 2008, the capped 8+APS has been sig+ compared to boys nationally every single year, because the 'buy-in' from the boys to the school's ethos is huge. Relationships and wellbeing are enhanced to encourage engagement in class.

Attendance and punctuality are higher than national averages, indicating increased engagement with the school. Permanent exclusions are negligible – only one in three and half years. Fixed term exclusions are well below the national average for boys.

The Physics Society, with six visiting professors, has increased attainment in physics at A2 and the numbers choosing it at AS. Music and PE Sport results have increased steadily. Employers regularly report on the high standard of 'soft skills' students display during work experience.

What additional support would the school like from the Challenge Partners network, either locally or nationally?

Following discussion with the headteacher, the school would like to participate in some of the leadership development days. The Windsor Girls' School is supporting with the development of middle leaders within the framework of the MAT but this is an area of further focus.

This review will support the school's continuing improvement. The main findings will be shared within the school's hub in order that it can inform future activities.

