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| Name of School: | The Windsor Boys' School |
| Head teacher/Principal: | Gavin Henderson |
| Hub: | Lampton |
| School type: | Academy |
| MAT (if applicable): | The Windsor Learning Partnership |

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| Estimate at this QA Review: | Good |
| Date of this Review: | 15/01/17 |
| Estimate at last QA Review | Good |
| Date of last QA Review | 21/09/17 |
| Grade at last Ofsted inspection: | Requires Improvement |
| Date of last Ofsted inspection: | 8/05/13 |

Quality Assurance Review

The review team, comprising of host school leaders and visiting reviewers agree that evidence indicates these areas are evaluated as follows:

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| School Improvement Strategies | GOOD |
| Outcomes for Pupils | GOOD |
| Quality of Teaching, Learning and Assessment | GOOD |
| Area of Excellence | No new area submitted for this review |
| Previously accredited valid Areas of Excellence | The co-curriculum provision Mathematics |
| Overall Estimate | GOOD |

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.

1. Information about the school

- The Windsor Boys' School is an average sized secondary school with a sixth form.
- Students join the school at the start of Year 9.
- The school converted to an academy in March 2015 and is in a MAT with Windsor Girls' school and two feeder middle schools.
- A building programme which has considerably enhanced facilities has recently been completed. The school roll is beginning to rise after a dip and is due to rise further.
- The majority of students are White British, with small proportions from other white or Asian backgrounds.
- The proportion of disadvantaged students is well below average.
- The proportion of students identified as having special educational needs or disabilities is well above average.

2.1 School Improvement Strategies - Follow up from previous review

- There has been a recent restructure of line management with the intention of improving accountability and providing more support for teachers in small departments. Middle leaders are beginning to take more responsibility for developing and monitoring teaching and learning but evidence was found during the review that monitoring is not yet consistently rigorous.
- Senior leaders have a clear idea of the strengths and areas for development in the school and middle leaders, when pressed, were able to articulate these.
- The school has improved the presentation of assessment information to make it clearer, but this is still an area for further development.
- Staff appreciate the opportunities now available for sharing practice both within school and across the MAT.

2.2 School Improvement Strategies - What went well

- The school is a happy and harmonious community. Staff and students are rightly very proud of being part of the school. The staff care passionately for the well-being of the students and go the extra mile to help them enjoy their learning and achieve.
- Students greatly appreciate the wide range of extra-curricular provision and the opportunities they are given to succeed in many different aspects of school life, especially in sports and the arts. The students themselves lead some activities, for example inviting visiting speakers to the Physics Society. The school takes pride in nurturing 'the whole child' and students report how their active participation in the full life of the school raises their self-confidence and belief in themselves. As one boy said, 'We believe we can be successful.'
- Staff enjoy working in the school and feel well supported so that morale is high. This contributes to retention and recruitment.
- The school is becoming more outward facing and is continuing to develop its links with other schools in the MAT. Membership of Partners in Excellence (PiXL), Challenge Partners and other organisations further enhances sharing of practice.
- Performance management strategies are used effectively to recognise strengths and areas for development in teaching and underperformance of staff has been tackled.
- The leadership of the sixth form is very strong and supports the excellent academic achievement and spiritual, moral, social and cultural development of the students.
- Students take advantage of the opportunity to study independently in a calm environment in school from the early mornings until quite late in the evenings. The school is also open to them at some times during the weekend. The new buildings have enhanced facilities and provided areas where students can work.

2.3 School Improvement Strategies - Even better if

- ... leaders further developed the rigour and consistency of line management at all levels so that all staff are held firmly to account and there is a reduction of in-school variability both in the quality of teaching and learning and the implementation of school policies.
- ... the school continued to work to improve the accuracy and impact of assessment and the accuracy of predictions.
- ... there was an urgent focus on improving the progress of students who have special educational needs or disabilities so that the gap between their progress and that of their peers closes. Similarly, the achievement of disadvantaged students also needs to be a continuing focus
- ... there was more attention paid to the quality of display in classrooms and corridors to provide a stimulating and informative learning environment

3.1 Quality of Teaching, Learning and Assessment - Follow up from previous review

- Some school policies, for example, literacy across the curriculum, are now more consistently implemented. However consistent implementation of the school marking and assessment policy is an area for further development.
- Many teachers are planning well to secure good levels of challenge for all students. There has been a school focus on differentiation, but some teachers could provide stronger support for students with special education needs and the less able, and additional challenge for the most able.
- Examples of strong questioning were seen. In some lessons, however, there were missed opportunities to extend higher order thinking and consolidate learning.
- Opportunities for independent learning have been extended.. For example, in a Year 10 product design lesson, students were fully engaged in their own design project using different resources. Sixth formers use their private study time exceptionally well.

3.2 Quality of Teaching, Learning and Assessment - What went well

- Students enjoy school and are very engaged in their learning. They want to do well, are enthusiastic about knowledge and ideas, and work well together in groups and pairs. They trust their teachers and the classroom is a safe place where they are not afraid to make mistakes.
- There are excellent relationships between staff and students and students show respect for each other. This was seen in lessons, assembly, around the school and in tutor time.
- Teachers have strong subject knowledge and convey their enthusiasm for their subjects. There has been a focus on working with the examination boards to ensure understanding of the new specifications, and teachers, increasingly provide clear guidance throughout the lesson about the assessment objectives and examination criteria.
- Teachers promote learning through a range of carefully planned sequenced activities within lessons. There are well-embedded classroom routines and students move sensibly from one activity to the next. Teachers use resources well and make lessons relevant and interesting. For example, in a Year 12 Business Studies lesson, students were engaged in a piece of real market research about the development of a local retirement village.
- Teachers successfully encourage the use and understanding of technical and specialist terms and the language of examination questions.
- Literacy and numeracy are developed across the curriculum. Students are encouraged to be articulate and express their ideas clearly both in lessons and through activities such as the debating society.
- In the best lessons, the level of challenge is appropriate, and questioning is used well to extend thinking.
- Teachers typically circulate well during lessons, checking the learning and providing individual challenge and support.

3.3 Quality of Teaching, Learning and Assessment - Even better if...

- ...all teachers used questioning skilfully in order to develop higher order thinking, provide additional challenge and consolidate learning
- ...there was more differentiation in lessons to enable all students to make rapid progress.
- ...modelling was used regularly to help students understand exactly what they are expected to do and how they can push themselves to achieve better.
- ...all teachers followed the school policy on marking and took time to ensure that students reflect on the marking during subsequent work.
- ...homework was always purposeful and made a significant contribution to students' learning.

4. Outcomes for Pupils

- Students enter the school in Year 9 with attainment which was broadly average at Key Stage 2. They attain well at GCSE. In 2017 the unvalidated Attainment 8 score was above average. Attainment in the basics of English and mathematics was above average at both Grade 4 and Grade 5.
- The Progress 8 score was broadly average, but above the national average for boys.
- Entry for EBacc and EBacc achievement was above average. Most students follow an academic curriculum. There are a small number of vocational courses on offer. Students made slower progress in the open element of Progress 8 than in the other elements.
- Students made better progress in mathematics than in English. .
- Students made good progress in science and achieved well especially in triple science subjects. They also achieved well in languages.
- There has been variability in achievement between subjects in recent years. In 2018, value-added in humanities was below average. Students did not achieve as well in some subjects such as geography, design technology and BTEC sports studies as they did in other subjects.
- Students with special educational needs and/or disabilities who receive school support did not make as much progress as their classmates. There was a significant gap between their progress and the progress made by all students.
- The gap in progress made by the relatively small proportion of disadvantaged students in Year 11 from other students nationally widened in 2017 because of the underachievement of a few students with particular needs.
- Current school assessment information and predictions indicate that achievement will rise significantly in 2018. However, leaders think that there has been some over-prediction.
- Students make very good very good progress in the sixth form. Value-added for Advanced level has been excellent in recent years. There is still some variability between the progress students make in different subjects.
- In vocational subjects, progress was less strong in 2016 and 2017. The progress measure was affected by the school policy of allowing some students to study part of the course as part of a one-year offer.
- Students who retake GCSE mathematics and English in the sixth form make good progress and are more successful than average.

5. Area of Excellence

No new area submitted this year.

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

The school would like support with improving the progress made by students with special educational needs and/or disabilities.

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.