

# Inspection of Windsor High School and Sixth Form

Richmond Street, Halesowen, West Midlands B63 4BB

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Inspection dates:	8 and 9 October 2024
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Sixth-form provision	<b>Outstanding</b>
Previous inspection grade	Good

## **What is it like to attend this school?**

Pupils work hard, aspire highly and contribute to the thriving life of this unique school. In lessons, pupils are engaged in making the most of every moment. Pupils have a strong understanding of the expectations for them. Over time pupils, including those with special educational needs and/or disabilities (SEND), do very well. They achieve strong academic outcomes and are well prepared for their next steps.

Staff are focused on helping pupils, and students in the sixth form, to achieve their dreams. Pupils are encouraged to find their reason for being in school and to make the most of their time. They are supported well through the school's 'Personal Potential' programme. Staff are proactive in their support for disadvantaged pupils to ensure that they get the best opportunities. In the sixth form, students have an extensive range of enrichment activities which expand their horizons.

Pupils are kind, empathetic and polite towards each other. Bullying is very rare, and staff are quick to resolve any issues. Pupils are very well supported by staff. For instance, the carefully designed pastoral structure with a thriving house system at its core helps pupils to feel they belong. Pupils enrich each other's experience and the life of the wider community exceptionally well.

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

As soon as pupils join, typically in Year 7 or Year 12, they quickly settle into the life of the school. The curriculum is expertly designed to be challenging for all. It builds on what pupils already know and engages them in interesting content from the start.

The school ensures pupils have a highly consistent experience in lessons. What pupils cover is the exact, detailed knowledge that leaders want them to learn. Pupils know what to expect in the classroom. Staff use these shared strategies relentlessly. Pupils, including those with SEND, receive detailed, timely and appropriate support as they learn. Teachers are experts in the subjects that they teach. They skilfully use highly effective questioning to draw out pupils' prior learning and to deepen their thinking. These strategies support all to achieve very well.

Teachers and leaders at all levels make excellent use of information about pupils' learning. They use it to adjust lesson content, inform curriculum review and adapt future planning. There is also an exceptionally strong link to the continuous professional development for staff.

The school quickly identifies any pupils who do not read as fluently as they should. They put in targeted support that specifically focuses on the precise areas that pupils need to work on. Subsequently, pupils' comprehension and fluency are quickly and effectively developed. Reading and pupils' language acquisition are threaded expertly throughout the curriculum.

Pupils' attitude to learning is exemplary. They produce high-quality written work and take pride in this. Pupils actively support each other in the classroom. Staff regularly praise and reward pupils. There are also effective pastoral systems in place to support any pupil who may need it to help them engage in the classroom or the other activities in school.

Pupils sensibly transition around the school. It is common practice to hold doors open for others and behave in a friendly, courteous manner. Adults enforce the very high expectations with kindness. This has created a culture of positivity right across the school where everyone respects each other. Consequently, attendance levels are high as pupils want to come to school.

The breadth and depth of the school's work to promote pupils' personal development is a stand-out feature. Leaders facilitate an abundance of opportunities for pupils to develop their talents and interests. Pupils hone their leadership skills through activities such as becoming members of the 'student senate', being prefects or acting as subject ambassadors. There is an exceptional range of trips and clubs that are participated in enthusiastically by pupils and students in the sixth form alike. For example, the very high levels of participation in the Duke of Edinburgh's Award displays this. Pupils are also proud of their participation in a range of sporting opportunities, as well as their considerable charity work and keen focus on sustainability.

The school is committed to providing a strong careers education. Through this, pupils engage with a wide range of employers and education providers. Pupils can talk about their specific aspirations and the personal support they have received from the school, even in Year 7. Students choose high quality and wide-ranging destinations from the sixth form which demonstrate the great strength of this work.

Strong leadership at all levels, including governance, is underpinned by clear strategic vision and consistent evaluation. Leaders are highly committed to continued and sustained improvement. Trustees and trust leaders offer constructive support and challenge to the school and its leadership. They have used the strengths of the school to support others in the trust and build connections with other external parties.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **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

<b>Unique reference number</b>	136618
<b>Local authority</b>	Dudley
<b>Inspection number</b>	10268034
<b>Type of school</b>	Secondary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	11 to 18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	1,752
<b>Of which, number on roll in the sixth form</b>	311
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Andrew Middleton
<b>CEO of the trust</b>	Dawn Haywood
<b>Headteacher</b>	Stephen Lanckham
<b>Website</b>	<a href="http://www.windsorhighschool.org.uk">www.windsorhighschool.org.uk</a>
<b>Date of previous inspection</b>	4 and 5 May 2022

## Information about this school

- The school is part of the Windsor Academy Trust
- The school uses three alternative provisions for pupils. All of them are registered.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 7 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.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- During the inspection, inspectors held discussions with trust leaders, the headteacher, other senior and middle leaders, and the special educational needs coordinator.
- Inspectors held discussions with two members of the board of trustees.
- Inspectors carried out deep dives in English, mathematics, history, Spanish and music. For each of these subjects, inspectors met with subject leaders, carried out visits to lessons, spoke to pupils and looked at some of their work.
- Inspectors also visited a range of sixth-form lessons from different subjects.
- Inspectors visited form time and reviewed the extra-curricular activities with leaders.
- Inspectors met with members of staff and spoke to pupils formally and informally at various points in the inspection.
- Inspectors met with pastoral staff and visited the areas used to support pupils during the school day.
- Inspectors looked at records and spoke to staff in relation to behaviour, bullying, attendance and safeguarding.
- 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.

### **Inspection team**

Richard Wakefield, lead inspector	His Majesty's Inspector
Mel Ford	His Majesty's Inspector
Jane Epton	Ofsted Inspector
Mark Fenton	Ofsted Inspector
Gwen Onyon	Ofsted Inspector

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