

The Green Room School

4A Albert Street, Windsor, Berkshire SL4 5BU

Inspection dates 7–9 October 2015

Overall effectiveness **Good**

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good

Summary of key findings for parents and pupils

This is a good school

- The joint headteachers and those responsible for governance have had a very positive impact on the outcomes of students and the quality of teaching. In the short time the school has been open, they have worked hard to ensure that the pace of improvement is rapid.
- The trustees and members of the advisory board ensure that policies and procedures are all in place and correctly implemented.
- Teachers have high aspirations for students and set challenging work. As a result, all students make good progress from their starting points.
- Students' personal development is outstanding. This is because of the excellent therapeutic care they receive. Attendance rates are very high. Dedicated staff ensure that students feel well supported academically.
- Behaviour is excellent. Students work with enthusiasm in lessons and their books are well presented. Spiritual, moral, social and cultural development is strong.
- All students who attend the school are full of praise for the way that the school has turned their lives around. Parents are equally supportive.

It is not yet an outstanding school because

- Methods used to track students' progress do not clearly show the amount of progress they have made since joining the school.
- The school does not quickly identify gaps in students' knowledge in mathematics when they arrive at the school.

Compliance with regulatory requirements

- The school meets the schedule to The Education (Independent School Standards) Regulations 2014 ('the Independent School Standards') and associated requirements.

Full report

What does the school need to do to improve further?

- Enable students to make outstanding progress by:
 - ensuring that methods used to track students' progress since joining the school clearly identify the amount of progress made
 - fully implementing plans to rapidly identify gaps in students' knowledge in mathematics when they arrive at the school, and using the data to plan for appropriate provision to accelerate their learning.

Inspection judgements

Effectiveness of leadership and management is good

- In the short amount of time that the school has been open, senior leaders, staff and those responsible for governance have worked tirelessly together to make a positive impact on students' academic and personal development.
- The school succeeds in its aim of providing an 'inspirational learning environment where every student has a bespoke learning and life plan to help them achieve success'. This is because of the dedication of the staff who have high ambitions for every student. The school has been effective in preparing its younger students for their return to mainstream education. It has also helped older students to achieve good qualifications, enabling them to go on to work or further study at college.
- The school teaches a broad range of subjects. The design of the curriculum has been refined since last year and is well suited to students' interests and needs. Many students make good progress in their studies for GCSEs, functional skills and other qualifications because subjects are presented in an interesting way and inspire them to want to learn.
- Extra-curricular activities have a positive impact on students' spiritual, moral, social and cultural development. Creativity is encouraged, whether it be through drama, film-making or information technology. Students have good opportunities to develop their sporting skills. The school ensures that students stay healthy, for example every day they are offered a different vegetable drink that staff have made. The school reacts quickly to students' requests, for example a bike club was recently set up and many have taken up cycling. Visits and trips, whether to the school's allotment or further afield, are used to enhance students' social development.
- Students are well prepared for life in modern Britain, and British values are carefully taught. Students learn about the rule of law and the importance of democracy.
- There are very close relationships with parents. The comments by one parent reflect the high regard all parents have for the school: 'my child is doing well academically and the care for all the students is fantastic, all the teachers deserve a medal'.
- Past students are also very complimentary about the school; several came back to visit the school during the inspection. All were united in their view that, without the support of The Green Room School, they would not have made a successful transition into work or college.
- Students receive highly effective careers advice on a regular basis. There are strong links with local and international firms who give talks to students. There are also numerous visits which enable students to sample a variety of different possible career options.
- The school ensures that all students are safe. Risk assessments are meticulous. Staff are well trained in all aspects of child protection and safeguarding.
- The school has an accurate awareness of what it has achieved and what remains to be done. It recognises that the progress tracking of each student is not clear enough and that it is sometimes difficult to see how much progress a student has made from their starting point. As a result, some students are not making the maximum amount of progress that they are capable of.
- **The governance of the school:**
 - The proprietor and those responsible for governance have ensured that the Independent School Standards are met.
 - Members of both the board of trustees and the advisory board are highly professional. They are skilled in many areas, including education and business. As a result they are well equipped to ensure that they provide an effective level of challenge to the leadership of the school.
 - Those responsible for governance ensure that robust policies and procedures are implemented and regularly reviewed.
- The arrangements for safeguarding are effective.

Quality of teaching, learning and assessment is good

- Teachers have high expectations of students' abilities and set challenging work. Students respond well to teachers' encouragement and as a result deepen their knowledge and skills in a range of subjects, including English and mathematics. As one student said: 'I've learnt here that it's OK to be wrong and

that's helped me learn a lot. All the teachers understand us, they get us.'

- All staff, including learning support assistants, provide effective individual help.
- The school ensures that those who find reading more challenging are given careful support so that they can start to appreciate a wide range of books. In all year groups, students learn to analyse what they have read and to argue a point of view.
- Specialist teaching in art and drama enables students to make good progress and learn about different techniques.
- Effective sports coaching enables students to progress well in a range of different sports. Full use is made of the local facilities, including the local leisure centre and park.
- Teachers usually check where a student is in their learning when they enter the school. However, the school recognises it has not yet fully put in place a system for precisely checking gaps in students' knowledge in mathematics. This has slowed down the process of evaluating the provision needed, and had an impact on the amount of progress students make.

Personal development, behaviour and welfare is outstanding

Personal development and welfare

- The school's work to promote students' personal development and welfare is outstanding.
- This successful approach is built on helping students understand their academic, personal and therapeutic needs.
- Parents are delighted with how their children have changed. One parent reported: 'Once taken under the wing of the Green Room a young person's life is dramatically improved, they find a safe and secure environment in which to thrive.'
- Students receive excellent quality therapeutic care, which helps them to understand that, whatever their past lives and difficulties, they are now responsible for their own future. As a student said: 'The staff here actually care'. All staff, whatever their role in the school, are dedicated to helping students succeed.
- Students were united in saying that they felt happy and that the school was 'one of the best in Britain'. They appreciate the family atmosphere that supports but also challenges them. A student explained how when they first joined the school they 'didn't bother to attend and stayed in bed'. They were surprised that staff went to the trouble to immediately come to their house and get them up. Students are mature enough to realise that staff do this because they are committed to improving the students' lives. Attendance of students is now very high as they do not want to let the staff down.
- Many past students come back to the school on a regular basis. This has a very positive impact on current students, who see the successes of past students and realise that they too can make big changes in their own lives.

Behaviour

- The behaviour of students is outstanding.
- In lessons, students display strong self-discipline and exceptional attitudes to learning. They are confident learners who are not afraid to ask questions to ensure that they have really understood a concept. Students take pride in their written work and keep their books neat and tidy.
- Students write the school's code of conduct and all abide by it. Records show that behaviour over time is also excellent with few exclusions, this is due to the high-quality support that all students receive.
- Students report that there are no instances of bullying of whatever kind. All students said that they felt totally safe in this caring environment.
- Students take their roles as captain and vice-captain or members of the school council seriously and they are proud to help shape the future direction of the school. For example, students discussed whether they wanted a uniform or not.

Outcomes for pupils are good

- Due to their complex needs and, often, significant gaps in their schooling, students usually enter the school with low starting points. Students' books show that they quickly start to make good progress.
- Last year, students who were entered into the international GCSE in English did well and nearly three

quarters of students gained an A* to C grade. Most students in all year groups make good progress. The trend is set to continue and this year many are expected to achieve higher than originally predicted when they first arrived at the school.

- Students in all year groups usually make good progress in mathematics. However, results in GCSE last year were more variable.
- Science GCSE has only started to be taught this year. However, both in their books and in lessons, students display a real interest in the subject and are making good progress.
- Overall, those who are more able at the school make good progress in English, mathematics and science. This is because they are given work that stretches them. In English, students are encouraged to take GCSEs a year early; however, there were too few students last year to report their attainment without them being identified.
- Those who are least able or who have special educational needs are helped to make good progress and quickly catch up. This is because of the good support for learning by both teachers and learning support assistants.
- Students achieve well in art, and many have been successful in obtaining either the bronze or silver Arts Award qualification. Students' displays in corridors and classrooms are of a high standard.
- Students are also successful in obtaining other qualifications, including functional skills qualifications, which are valued by the colleges they apply to.
- Students are well prepared for the next stage of their education. All go on to either work or college. Last year, students continued their studies in a number of areas, including art and design, motor mechanics, equine management, and hair and beauty.

School details

Unique reference number	141225
Inspection number	10006029
DfE registration number	868/6022

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

Type of school	Other
School status	Independent school
Age range of pupils	12–16
Gender of pupils	Mixed
Number of pupils on the school roll	21
Proprietor	Everyday Arts Ltd
Chair of the Board of Trustees and Advisory Board	Ray Sawyer
Headteacher	Joe Sparks and Richard Allen
Telephone number	01753 866711
Website	www.thegreenroomschool.com
Email address	info@thegreenroomschool.com
Date of previous school inspection	Not previously inspected

Information about this school

- The Green Room School opened in August 2014. The school caters for students who typically have complex difficulties which have prevented them from regular attendance at previous schools. The school is located in the Royal Borough of Windsor and Maidenhead and all students are placed by this local authority.
- The majority of students have statements of special educational needs or education, health and care plans.
- There are two joint headteachers, one of whom is the proprietor. One headteacher has responsibilities for academic development and the other for therapeutic care.
- The governance of the school consists of two boards: a board of trustees who meet three times a year and an advisory board who meet six times a year.
- The school receives no additional funding for disadvantaged students.
- The school does not use the services of any alternative provision.
- This is the school's first Ofsted inspection since it was registered as an independent school in August 2014.

Information about this inspection

- The inspection was carried out with one day's notice.
- Learning was observed in nine lessons; mostly these were joint observations with one of the headteachers.
- Samples of students' work were scrutinised.
- The inspector spoke to teachers, senior leaders and the proprietor. There were two separate discussions with those who are responsible for governance.
- There were five responses to Ofsted's online survey, Parent View. The inspector also spoke to several parents and family members of students.
- Questionnaires submitted by 12 members of staff were scrutinised.
- The inspector also spoke to three ex-students who came in to visit the school during the inspection.
- Documentation and policies were checked for compliance with the Independent School Standards.

Inspection team

Elizabeth Bowes, lead inspector

Ofsted Inspector

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