

Royal Greenwich Trust School

765 Woolwich Road, Greenwich, London SE7 8LJ

Inspection dates

9–10 January 2019

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
16 to 19 study programmes	Good
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a school that requires improvement

- The quality of teaching, learning and assessment has an uneven impact on pupils' academic outcomes. Progress is variable across subjects and groups of pupils.
- Systems for monitoring the quality of teaching, learning and assessment are used inconsistently. As a result, leaders have an overly generous view of the school.
- Teachers do not always ensure that work is at the right level to enable pupils to make progress in their learning. As a result, pupils do not make as much progress as they could.
- Pupils with special educational needs and/or disabilities (SEND) are not always provided with the support they need.
- Inconsistencies in questioning and expectations that are too low limit pupils' progress. The most able are not consistently provided with sufficient challenge in lessons, and do not make strong progress.
- Disadvantaged pupils make slower progress than their peers. Governors do not hold leaders stringently to account for the pupil premium funding.
- Homework is not used by all teachers to consolidate understanding or to enable pupils to reach higher standards.
- Teachers do not consistently follow the school's policy when providing feedback to pupils. Pupils are not always clear about what they should do to develop and improve their work.

The school has the following strengths

- The quality of teaching, learning and assessment in the sixth form is good. It is particularly strong in vocational subjects and in resit GCSE English and mathematics, where students make strong progress.
- Students in the sixth form receive helpful careers advice and guidance. They study appropriate courses and have clear and realistic plans for their future.
- Leaders have created a calm and orderly school environment. Pupils are respectful and courteous, and they behave well.
- Pupils' personal development and welfare are good. Pupils receive lots of support and feel safe and well cared for.
- Pupils enjoy coming to the school. Pupils' attendance, including for those from vulnerable groups, is good.

Full report

What does the school need to do to improve further?

- Improve the quality of leadership and management by ensuring that:
 - systems for monitoring the quality of teaching, learning and assessment provide accurate information that is used by teachers to help them plan
 - the pupil premium funding is used effectively, so that disadvantaged pupils make strong progress
 - policies for providing feedback to pupils are applied consistently, so that pupils know what they need to do to improve their learning.
- Improve the quality of teaching, learning and assessment by ensuring that:
 - teachers' expectations of pupils' work in all subjects are consistently high
 - most-able pupils have tasks that are suitably challenging
 - pupils with SEND have work matched to their needs and starting points
 - questioning is used routinely to check how well pupils are doing, and to deepen their knowledge and understanding
 - homework is used to help pupils consolidate and strengthen their learning.
- An external review of the school's use of pupil premium funding should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Inspectors recognised that leaders have made improvements to the school. However, leaders' own evaluations are overly generous.
- Leaders have managed a period of change well and introduced a range of systems to develop and support a growing school. Many of these initiatives, including the system for monitoring pupils' progress, are not yet embedded.
- Leaders have created a calm learning environment. This has been a priority for leaders since the school opened, and their plans have worked well. There is very little low-level disruption in lessons and, when it does occur, it is dealt with quickly.
- Disadvantaged pupils achieve less well than their peers. There are plans in place to improve the progress of this group of pupils; however, they are not working effectively. Leaders do not have an accurate understanding of how well the additional funding for this group of pupils is used.
- Leaders are developing a curriculum plan for key stage 4. Pupils in Year 8 will begin their GCSE programmes of study at the beginning of Year 9. There is some uncertainty among leaders and pupils about what the curriculum will include. Pupils who spoke to inspectors said that they would like more information about what they are going to study.
- Additional funding for pupils with SEND is adequately used. However, leaders do not ensure that all pupils with SEND receive consistently strong support in lessons. This is because teachers do not have an accurate understanding of what pupils need to help them learn. This limits the impact and usefulness of other adults in the lesson.
- Pupils' spiritual, moral, social and cultural development is promoted across the school. Pupils benefit from opportunities to learn about a range of cultures and enjoy the wide range of enrichment activities offered by the school. One pupil told inspectors that: 'the school accepts anyone and everyone, and we don't discriminate against culture or background'.

Governance of the school

- Governors are experienced and committed. They are aware of the challenges facing the school.
- Governors appreciate the difficulties leaders have in recruiting new staff. They understand the complexities of managing the school community on a relatively small site, while waiting for a new building to be constructed.
- Governors support leaders where they can, including brokering support from another school within the trust.
- Governors are keen for the school to improve, and they hold leaders to account effectively in several areas, including the sixth form.
- In some areas, governors are not given sufficient information to hold leaders to account effectively, including for the progress of disadvantaged pupils. Consequently,

governors do not have a clear understanding of how well the additional pupil premium funding is being used.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders take their responsibility seriously to keep pupils safe. Procedures for recruiting staff are robust, and leaders ensure that all employees in the school are suitable to work with children.
- Leaders maintain up-to-date records of all staff employed in the school, and ensure that they all have appropriate and up-to-date safeguarding training.
- Leaders have clear systems in place to keep children safe. Leaders log all concerns accurately, and maintain detailed records of the action taken to keep children safe.
- Staff know the warning signs that may suggest a pupil is at risk from harm. They know what to do if they are concerned, and leaders refer concerns to the appropriate agencies in a timely manner.
- Leaders have a comprehensive understanding of local factors affecting the school, including the risks associated with gangs. They work well to ensure that pupils know how to keep themselves safe outside the school, and when they are online.
- Pupils who spoke to inspectors said that they feel safe in the school. They are clear about what to do if they are concerned about themselves or others. Parents and carers who responded to the Parent View questionnaire share this view, and said that their child feels safe in the school.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching, learning and assessment is inconsistent across the school. It is strongest in vocational subjects and in resit GCSE English and mathematics in the sixth form.
- Pupils behave well during lessons. They approach their learning with a positive attitude, and are well prepared for their lessons. When answering questions and listening to others speak, they are respectful and courteous. This ensures a good environment for learning.
- There is considerable variability in the presentation of pupils' work. In some subjects, particularly in key stage 3, pupils do not take sufficient pride in their work. Work in books is sometimes well presented, particularly in the sixth form.
- Teachers' planning is coordinated well across the school. Lessons are organised in a systematic way across departments, and there is a clear structure, which is understood by staff and pupils.
- Leaders have recently introduced a system for monitoring and reporting pupils' progress. At the moment, this system does not provide an accurate picture of the progress pupils are making. Moreover, teachers do not use this information to help them plan effectively.
- Inspectors noted that the most able pupils are not being challenged in all lessons.

Where challenge activities are offered, the most able pupils do not always choose them. This prevents them from making strong progress.

- Pupils with SEND are supported in some lessons, but this is inconsistent. Teachers do not routinely consider pupils' additional needs when they plan. Leaders have employed additional adults to work with pupils with SEND and, although they are keen to help, they are not always given the information they need to support the pupils effectively.
- In a range of subjects, including physical education (PE) and dance, teachers use good questioning skills to check pupils' understanding and to develop their knowledge and skills. In these lessons, teachers use their good subject knowledge to target their questions effectively, taking account of pupils' different abilities.
- Questioning is not consistently strong across all subjects. Inspectors noted that across a range of subjects, including English, teachers opt to ask basic questions, such as those that simply require pupils to recall information.
- Leaders have recently introduced a system for providing feedback to pupils to help them improve their work. In some subjects, this is working well, for example in mathematics. It also works well in the sixth form, where one student commented that: 'it ensures we are clear about what we need to do to make progress'. The system is not as effective at key stage 3, where it needs more time to have a positive impact.
- Pupils are set homework regularly. However, homework is not always used to consolidate understanding, or help pupils to strengthen their learning. Pupils told inspectors that they would appreciate more meaningful and helpful homework. This view was echoed by parents.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Leaders have created a caring school where pupils are well looked after and well supported. Parents who responded to Parent View were complimentary about the school's work to support pupils emotionally.
- Pupils work well together and show enthusiasm for their learning. They are respectful and listen to each other's ideas and viewpoints. Inspectors were impressed by the pupils' maturity when discussing issues such as equality and disability discrimination.
- The school's system for managing relationships between pupils is strong. Leaders adopt a restorative approach, and spend time talking with pupils when relationships have broken down. As a result, pupils feel well cared for and valued by staff. The pupils who spoke to inspectors said that pupils respect each other and value their differences. Pupils were keen to tell inspectors that bullying and the use of derogatory language are rare.
- Inspectors noted the positive relationships between boys and girls. Leaders are keen to promote equality and diversity, and this has a demonstrable impact on pupils' interactions. Pupils socialise well with each other in lessons, including in mixed PE, where they are taught to respect and value each other.

- Although pupils are provided with information about the next phase of their education, they told inspectors that they would appreciate more information about the transition process from key stage 3 to key stage 4.
- The school has good systems in place to deal with any friendship issues or concerns that pupils may have. Older pupils act as mentors for younger pupils, and pupils demonstrate genuine concern for and empathy towards each other.
- Pupils are taught to value themselves and others. They are taught how to stay safe online during tutor sessions and in assemblies.
- Pupils have a good understanding of British values. They talked to inspectors about the importance of democracy, and were keen to express their ideas about current political issues.
- Pupils value the wide range of enrichment activities offered to them. They appreciate the opportunities to visit places of worship, such as Southwark Cathedral, where they learned about the structure of the Church of England. They also value visits to museums. Pupils told inspectors that a recent visit to the science museum had opened their eyes to science, and that it was now a subject they are keen to study in the future.
- Pupils appreciate the opportunities they are given to take responsibility for themselves and others. Those who spoke to inspectors were particularly positive about becoming travel ambassadors and promoting good use of public transport.

Behaviour

- The behaviour of pupils is good.
- There is a calm and orderly atmosphere in and around the school. Pupils are polite and treat each other with respect. Pupils manage themselves well around the school site, which has been reduced in size by the ongoing construction of a new building at the rear of the site. Pupils act sensibly in a confined space. They take turns when passing in tight spaces, and are quick to give others priority.
- Pupils look smart in their uniforms and are proud of their school. They approach their lessons positively and are keen to learn.
- Pupils attend regularly and are rarely late. Leaders have implemented successful approaches to ensure that all absences are followed up quickly. They work closely with other agencies to ensure that very few are persistently absent from school. As a result, attendance is above the national average and no groups of pupils are disadvantaged by poor attendance.
- There have been no permanent exclusions in the school since it opened, and fixed-term exclusion is only used when all other options have been exhausted. Leaders were quick to notice an increase in the number of Year 8 boys receiving fixed-term exclusions in the autumn term. They responded quickly and effectively, and the number of fixed-term exclusions has reduced.

Outcomes for pupils

Requires improvement

- Pupils' progress is variable and requires improvement.
- Students studying vocational courses and those resitting GCSE English and mathematics in the sixth form make strong progress. However, this is not the case in key stage 3.
- The school's own assessment information presents a mixed picture. Some groups of pupils, including pupils with SEND, make slower progress than their peers.
- Teachers do not routinely consider pupils starting points when planning lessons. Too often, pupils are given the same work to do, regardless of their ability. The most able pupils are not challenged appropriately. This prevents them from developing their knowledge and skills as effectively as they should.
- Assessment information and pupils' work show that disadvantaged pupils make slower progress than their peers. This is due to the variability in the quality of teaching and learning, and because teachers do not routinely consider pupils' needs when they plan.
- Work in pupils' books shows pupils make inconsistent progress over time. Pupils make stronger progress in English than in mathematics and science. Inspectors noted that pupils' knowledge is strong, and they develop a wide range of skills in drama and dance. However, this was less evident in other subjects, including history and design and technology.
- The system for tracking pupils' progress has only recently been introduced. Leaders appreciate that it needs refining and embedding before they can be confident that the information it contains provides an accurate picture of each pupil's progress.
- Leaders promote reading. They expect pupils to carry a book with them at all times, and they encourage pupils to choose appropriately challenging texts. Pupils enjoy reading in lessons and they are keen to read aloud.
- Leaders have a plan to support pupils as they transition from key stage 3 to key stage 4. However, pupils who spoke to inspectors said that they do not feel prepared for the transition. Plans to provide pupils with high-quality careers advice and guidance in key stage 3 have been drawn up by leaders, but are yet to be implemented.

16 to 19 study programmes

Good

- Leaders have established a sixth form that provides a good quality of education.
- The sixth form is inclusive and comprehensive. Students join the sixth form from various local schools. A high proportion is required to resit GCSE English and/or mathematics. There were no pupils in the school in Year 11 last year; therefore, all Year 12 students were new to the school in September 2018.
- Leaders have established strong transition procedures that ensure that students integrate quickly and feel part of the school community. Leaders have designed an appropriate curriculum. They go to great lengths to understand what students want to study, and what they need. As a result, students study appropriate qualifications that match their career ambitions.
- The quality of teaching, learning and assessment in the sixth form is typically good. Students achieve well across a range of subjects, including BTEC National Diploma engineering and AS-level English and mathematics. Teachers ask probing questions

that ignite students' curiosity and deepen their knowledge and understanding.

- Students' progress in academic subjects is more variable. Not all students achieve as well as they could in these subjects.
- Students who resit GCSE English and/or mathematics do well, and the proportion that improves their grade in these subjects is higher than the national average.
- Leaders closely monitor students' progress, which is recorded and reported termly. Teachers use this information to help them plan effectively.
- Students receive regular feedback from teachers, and this helps them to improve their learning. Inspectors noted that students were confident about what they need to do in lessons and at home to improve their work.
- Students are provided with a range of appropriate support, advice and guidance. Leaders are quick to intervene when students experience any personal difficulties. They provide high-quality careers advice and support for students applying to university. Almost all students who completed their courses in 2018 graduated to higher education, employment, training or apprenticeships.
- Attendance in the sixth form is lower than in the rest of the school. Leaders identified this as a priority last year and, as a result of their actions, attendance in Years 12 and 13 is improving.
- Students benefit from the range of activities provided to broaden their study programmes. Students may apply for the role of student ambassador, which involves them taking on leadership responsibilities. There are also opportunities for peer mentoring and to help younger pupils through a literacy support programme. These aspects of the curriculum meet the requirements of the 16 to 19 study programmes, and make a strong contribution to students' wider development.

School details

Unique reference number	143927
Local authority	Greenwich
Inspection number	10067110

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Secondary Comprehensive
School category	Academy free school
Age range of pupils	11 to 19
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	610
Of which, number on roll in 16 to 19 study programmes	298
Appropriate authority	Board of trustees
Chair	Mr Christopher Philpott
Headteacher	Dr Richard Marshall
Telephone number	02083125480
Website	http://www.rgtrustschool.net
Email address	info@rgtrustschool.net
Date of previous inspection	Not previously inspected

Information about this school

- Royal Greenwich Trust School opened in September 2016. It is part of the University Schools Trust.
- Currently there are pupils in Years 7 and 8 and in the sixth form only. The school will reach full capacity in September 2021.
- There are significantly more boys than girls in the school.
- The proportion of pupils who speak English as an additional language is above that of other schools.

- The proportion of disadvantaged pupils is above the national average.
- The proportion of pupils who have an education, health and care plan is above that of other schools.

Information about this inspection

- Inspectors visited lessons to observe teaching and learning across a range of subjects. Most of these observations were undertaken jointly with school leaders.
- Inspectors reviewed pupils' learning over time through scrutiny of pupils' books during visits to classrooms. Inspectors also spoke with pupils in key stage 3 and students in the sixth form about their experiences at the school.
- Meetings were held with leaders to discuss their evaluation of the school's effectiveness and the impact of their work. Discussions were held with members of staff, including those at the early stages of their teaching career.
- Inspectors discussed aspects of the school's work with governors and members of the multi-academy trust.
- The inspection team reviewed a range of documentation, including information about pupils' progress and attainment, the curriculum, teaching and learning, safeguarding records and procedures, behaviour records and attendance information.
- Inspectors took account of 49 responses to Parent View, Ofsted's online survey for parents.

Inspection team

Niall Gallagher, lead inspector	Her Majesty's Inspector
Terry Millar	Ofsted Inspector
Jennifer Bax	Ofsted Inspector
James Whiting	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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