

# Inspection of Greenford High School

Lady Margaret Road, Southall, Middlesex UB1 2GU

---

Inspection dates: 8 and 9 February 2022

**Overall effectiveness** **Good**

---

The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Sixth-form provision	<b>Good</b>
Previous inspection grade	Outstanding

This school was last inspected 10 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection.

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

At the core of this large school is the belief that every pupil can succeed. Leaders and staff work hard to ensure that this ambition is realised for all pupils. Consequently, nearly all sixth-form students go on to attend university.

Leaders and staff build a whole-school culture that is based upon mutual respect and the same high expectations for all pupils. Working relationships between teachers and pupils are positive. Pupils are happy and they behave well in lessons. Behaviour around the school is typically calm. Leaders take bullying seriously and deal with it quickly. There are appropriate systems in place to report bullying. Most pupils said that teachers were good at resolving it. However, a small number of pupils, parents and carers do not share this view.

Pupils work hard and achieve well across the curriculum. They are taught by teachers who have excellent subject knowledge. All staff have high expectations for pupils' behaviour and academic outcomes. Indeed, most pupils choose to remain in the school for the sixth form because they value the support and education that they get.

The school provides a wide range of opportunities, beyond the taught curriculum, to promote pupils' wider development. For example, pupils can take part in a broad range of clubs and activities, such as choir and debating. Form time and assembly are purposeful and informative. They encourage pupils to consider and discuss important topics such as mental health and diversity.

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

The headteacher, with the support of governors, has led the development of an ambitious curriculum. This aims to ensure, when fully completed, that all pupils study a wide range of subjects for as long as possible throughout their time at school. In the sixth form, for example, students can select from a wide range of academic and vocational qualifications. There is also a well-structured programme to support those students who resit mathematics and/or English GCSEs. Leaders are not yet satisfied that the curriculum is sufficiently broad for pupils in Years 10 and 11. They have plans in place to increase the number of subjects that pupils can choose to study in these year groups.

Teachers throughout the school are subject experts. They explain complex ideas so that all pupils, including those with special educational needs and/or disabilities (SEND), access the full curriculum. This includes those pupils in the specially resourced provision for pupils with special educational needs and/or disabilities (specially resourced provision). Teachers check that pupils remember what they learned before. If they identify any gaps or misconceptions, they provide pupils with clear explanations to address these.

Pupils' reading is prioritised by leaders. For example, there are regular, planned opportunities for pupils to read during the school week. Leaders have put in place a tailored programme for selected pupils who are at the early stages of reading to teach them phonics and build their confidence and reading fluency.

Behaviour in lessons is typically calm and focused throughout the school. Leaders have ensured that there are clear behaviour expectations in place that pupils understand. Leaders are proactive in identifying where staff need additional support to manage behaviour. This academic year, leaders have taken the necessary steps to ensure that the school remains a calm place to be.

There is a carefully planned personal, social, health, citizenship and economic (PSHCE) education curriculum in place that runs from Years 7 to 13. Leaders have planned this aspect of the curriculum so that pupils revisit prior learning and build upon key areas, including maintaining mental health and forming healthy relationships. They have recently changed the timetable to ensure that pupils have more regular PSHCE education lessons than in the past.

Pupils are well supported in taking the next steps in their education or training. For example, all pupils in Year 11 and the sixth form receive individualised support from an external careers adviser to guide their decision-making.

Despite the impact of the pandemic on the school's extra-curricular programme, there are still over 50 activities currently running in which pupils can take part. This includes a wide range of sports, clubs and societies, as well as school outings. For example, in the sixth form, students can join a society that encourages the study of science, technology, engineering and mathematics. However, leaders do not fully analyse which pupils take up these additional opportunities. This means that they do not know whether all pupils, including the most disadvantaged, benefit from the excellent work the school is doing in this area.

Governors know the school well. They have played a valuable role in supporting the headteacher and leaders throughout the pandemic. Staff are proud to work in the school. They value the professional development that they receive and feel well supported. Leaders take into account staff's workload when implementing changes. Teachers who are new to teaching particularly value the support they get from their mentor and departmental colleagues.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have recently increased the size of the pastoral team. This is largely due to the increased number of pupils needing help since the start of the pandemic. The team includes a range of professionals with specific expertise.

Staff refer any safeguarding issues to leaders with responsibility for safeguarding. Leaders follow up on these concerns quickly. Members of the safeguarding team

ensure that pupils in need of additional help are identified early. Leaders work with parents should any concerns arise.

The PSHCE education curriculum is tailored and refined to meet the needs of pupils. For example, in response to pupils' feedback, information about consent is now taught earlier than in the past.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Sometimes, leaders do not communicate clearly enough with pupils and parents about the actions taken to address bullying. This means that a small number of pupils and parents are not assured that bullying is being addressed and followed up, when in fact it is. Leaders should improve their communication with parents and pupils so that they know what specific actions have been taken to tackle bullying. As part of this work, leaders should consult with parents and pupils about how well they feel bullying is dealt with.
- Leaders do not fully analyse which pupils attend extra-curricular activities. This means that they do not know whether all pupils, including the most disadvantaged, benefit from all that the school has to offer. Leaders should ensure that systems in place are used to check that all pupils take up the additional opportunities provided by the school.

## **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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## **Further information**

You can search for [published performance information](#) about the school.

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.

## School details

<b>Unique reference number</b>	101940
<b>Local authority</b>	Ealing
<b>Inspection number</b>	10220060
<b>Type of school</b>	Secondary comprehensive
<b>School category</b>	Foundation
<b>Age range of pupils</b>	11 to 19
<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>	1,928
<b>Of which, number on roll in the sixth form</b>	499
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Parminder Singh Chana
<b>Headteacher</b>	Mia Pye
<b>Website</b>	<a href="http://www.greenford.ealing.sch.uk">www.greenford.ealing.sch.uk</a>
<b>Date of previous inspection</b>	7 November 2011, under section 5 of the Education Act 2005

## Information about this school

- The headteacher took up their post in September 2019.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.
- The school has a specially resourced provision for 20 pupils in Years 7 to 10. This caters for pupils with speech, language and communication needs and autism spectrum disorder.
- The school uses three registered providers and one online provider for alternative provision.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors met with senior leaders, governors, subject leaders and a representative from the local authority.
- Inspectors carried out deep dives in modern foreign languages, English, science, business and design and technology. Each deep dive involved reviewing curriculum plans with subject leaders, visiting lessons, reviewing pupils' work and speaking with teachers and pupils from the lessons they visited.
- Inspectors also looked at curriculum plans, visited lessons and spoke to leaders about other subjects on day two. This included a focus on the sixth-form provision.
- Inspectors visited the specially resourced provision that provides specialist support for pupils with SEND. This involved meeting with staff, visiting lessons and speaking with pupils. Leaders also met with the special educational needs coordinator to find out how the school supports pupils with SEND to learn the curriculum.
- Inspectors visited lessons, met with trainee teachers and observed pupils' behaviour during breaktimes and lesson changeovers to gather evidence about the behaviour and attitudes of pupils in the school.
- Inspectors held meetings with leaders responsible for the school's safeguarding arrangements. They looked at safeguarding records, including pre-employment checks for staff.
- Inspectors spoke to staff about their well-being and workload. They considered responses to Ofsted's staff survey.
- Inspectors spoke to a range of pupils from different year groups. They considered the pupils' responses to the online pupil survey.
- Inspectors considered responses to the online Ofsted Parent View survey.

## Inspection team

Jasper Green, lead inspector	Her Majesty's Inspector
Heidi Swidenbank	Ofsted Inspector
Daniel Coyle	Ofsted Inspector
Jonathan Keay	Her Majesty's Inspector

Yvonne Chisholm

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022