

Inspection of a good school: George Green's School

100 Manchester Road, Isle of Dogs, London E14 3DW

Inspection dates:

24 and 25 May 2022

Outcome

George Green's School continues to be a good school.

What is it like to attend this school?

Pupils enjoy coming to this school. They feel at home in its respectful and kind culture. All pupils follow the same broad curriculum. This includes those with special needs. Pupils respond well to leaders' high expectations. Pupils are ambitious about their own futures and enthusiastic about their learning. They achieve highly, often against the odds.

Pupils appreciate the dedication and commitment of their teachers. Pupils are safe at school and are helped to stay protected beyond the school gates. They are proud to stand up for the school's values of justice, equality and human rights. They behave respectfully towards all members of the school community. As a result, bullying is extremely rare. Pupils trust adults to sort out problems and concerns. Teachers listen to pupils, who are given a voice in the school. Teachers use systems that pupils understand, to stop poor behaviour interfering with learning.

Pupils enjoy opportunities to widen their horizons, such as sea cadets, the Duke of Edinburgh scheme, drama, and young farmers' club. They are enthusiastic about the work of the anti-bullying committee. This runs workshops and assemblies, and trains primary school children. Pupils appreciate the school's focus on reading and writing.

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

Leaders have a far-reaching and inclusive vision for the curriculum. They want all pupils to succeed in the EBacc subjects. Now, 95% of pupils in Year 10 are following this path.

Leaders have revised the way subjects are taught so that pupils understand better and remember more. In English, they have chosen texts that help pupils make sense of the world around them. Leaders have thought carefully about the order in which topics are taught. For example, they teach pupils about iambic pentameter when they study Shakespeare in Year 7 and this prepares them well for more extended study at GCSE. Pupils learn history in the order in which events happened. This helps them make better sense of ideas like continuity and change. Science teachers make sure pupils grasp basic

ideas before moving on to more complex knowledge. This means they are achieving more in this subject. Leaders' planning in languages has been revised. They expect all pupils, including those with special needs, to study a language until Year 11 and to master more grammar and vocabulary as they move through the school.

Teachers' subject knowledge is strong. A-level teachers expertly support students in a range of individually chosen coursework topics. Teachers explain clearly and use resources well to help children learn. They know about the needs and abilities of their pupils, especially those with special needs, and help them all achieve well. Teachers use activities like quizzes and questioning to develop pupils' memories. Many pupils are proud of what they know and remember. For example, in geography, Year 10 pupils could confidently define terminology relating to urbanisation. In some lessons, pupils lack confidence and do not speak out or contribute to discussion.

Across the school, including at key stage 5, all pupils learn the curriculum well. Sometimes, pupils' errors of spelling and grammar, including their use of key subject terms, are not corrected. Teachers do not always check pupils' misconceptions and mistakes. There were examples, cutting across subjects and teachers, showing errors in spelling being self-assessed as correct or repeated. Some teachers' approach to assessment is not consistent or coherent.

Leaders' focus on reading is exemplary. The literacy lead has developed a special website to promote dialogue between and among pupils and staff about the books they read and enjoy. This approach has led to exciting events such as a Year 10 pupil interviewing the author of 'The Hate You Give' live in Mississippi. There is a paired reading scheme where Year 10 read alongside Year 7 pupils. Its impact is shown by the current Year 10 pupils who benefited from it becoming reading partners themselves. Inspectors heard early readers involved in other programmes read fluently.

Pupils learn to recognise online and offline risks to their well-being, including radicalisation and extremism. They are well prepared for the next phase of education, training or employment. Pupils take part in a wide range of enrichment opportunities, which are part of the normal school day once a week for Year 7 pupils. These include video-making, music, eco-society, art and sports clubs. The school's focus on rights and respect helps pupils develop morally, socially and culturally. Low-level disruption in classrooms is rare. Pupils have opportunities for leadership, including through the school council. They are learning how to influence society.

Leaders and governors are attuned to staff well-being. They check that workload is manageable. Staff feel supported. They enjoy working at the school and are proud of it.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is a central focus for the whole school community. Leaders are knowledgeable about the local risks to their pupils. They work closely with external agencies, including the police, to keep pupils safe.

Leaders and carefully selected external partners provide high-quality training to all staff and relevant governors. Staff carefully identify all pupils at risk. They are alert to dangers to pupils' mental health, as well as issues of sexual harassment and abuse. They thoroughly share information with staff and ensure that all risks are managed. Pupils feel safe. They all know who they would report any concerns to. The school liaises with alternative providers to monitor pupils' attendance, well-being and progress.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Teachers' approach to assessment is not always consistent. Errors of spelling, punctuation and grammar are not always corrected. This can allow misconceptions to persist. Leaders should ensure their policies on feedback are consistently implemented.
- Sometimes, teachers miss opportunities to develop pupils' spoken language. As a result, some pupils are not developing the skills that underpin reading and writing. Teachers should ensure that all pupils are competent in the arts of speaking and listening, making formal presentations, demonstrating to others, and participating in debate.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good on 24 March 2017.

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

Unique reference number	100974
Local authority	Tower Hamlets
Inspection number	10211446
Type of school	Secondary Comprehensive
School category	Voluntary aided/Voluntary controlled
Age range of pupils	11 to 19
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1219
Of which, number on roll in the sixth form	189
Appropriate authority	The governing body
Chair of governing body	Tim Aldrich
Principal	Jon Ryder
Website	www.georgegreens.com
Date of previous inspection	24 March 2017

Information about this school

- George Green's is a larger than average voluntary aided mixed comprehensive secondary school. It is ethnically very diverse with an above average proportion of pupils for whom English is an additional language. Its pupils include well above national average percentages of disadvantaged pupils and those with special educational needs.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors met with the headteacher, the chair and vice chair of the governing body, and the chair of the governors' curriculum and learning committee. Inspectors spoke to staff at the alternative provision.

- Through discussion with leaders, pupils and staff, inspectors considered the effectiveness of safeguarding. Inspectors looked at records relating to safeguarding, including pre-employment checks for staff and records of work with external agencies.
- Inspectors visited over 20 lessons. They carried out deep dives in these subjects: English, drama, history, science and languages. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors observed behaviour in lessons and at break and lunchtime. Inspectors spoke to a range of staff about their views of behaviour, their workload and well-being. Inspectors also spoke with pupils, including student leaders, to consider their views. Inspectors considered the views expressed by parents, staff and pupils who responded to Ofsted's surveys.

Inspection team

Anne Hudson, lead inspector	Ofsted Inspector
David Thomas Hatchett	Ofsted Inspector
Jonathan Newby	Ofsted Inspector

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