

Inspection of a good school: Greenshaw High School

Grennell Road, Sutton, Surrey SM1 3DY

Inspection dates:

18 and 19 October 2023

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might be outstanding if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

The headteacher of this school is Nick House. This school is part of Greenshaw Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Will Smith, and overseen by a board of trustees, chaired by Anne Spackman.

What is it like to attend this school?

Leaders make sure that the school lives out its vision of excellence every day. They support pupils to achieve excellent outcomes and provide high-quality support for their well-being. Pupils are kept happy and safe here. They can speak to an adult should they have any concern.

Leaders have high expectations for all pupils, including those with special educational needs and/or disabilities (SEND). Sixth-form students are enabled to flourish. They are very well prepared for their next stage.

Relationships between pupils and staff are kind and respectful. Pupils are very polite around the school. They hold doors open for staff and thank staff when they do the same. Behaviour in lessons is excellent.

Staff encourage pupils' wider development. In tutor time, pupils learn about 'Big Ideas that Shape our World'. They also read diverse high-quality novels and non-fiction, which supports their wider development. Pupils can also take part in the Duke of Edinburgh's Award scheme, become 'Bold Voices' ambassadors or join the eco-council. Pupils volunteer at community fairs and support the local community in helping to look after local parks.

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

The school provides all pupils with a broad and ambitious curriculum. It develops pupils' knowledge and understanding, including vocabulary, deeply. Leaders' curriculum thinking considers the important content that pupils need to know in each subject.

Important knowledge is carefully chosen and thoughtfully sequenced. For example, in Year 8 history, pupils learn about the impact of the British empire. They build on this in later years to understand wider features of imperialism across the globe. In English, Year 8 pupils develop their vocabulary by studying ambitious texts such as 'The Odyssey'.

Staff quickly identify and support pupils who struggle with their learning. Teachers provide pupils with strong support and adaptations in lessons. This includes pupils with SEND, who receive strong guidance to make sure that they learn successfully. Parents and carers of pupils with SEND highly appreciate the school's work.

The learning environment is very positive. Lesson activities are well chosen, particularly at A level. Teaching ensures that pupils learn ambitious texts to support them to improve their reading. Teachers have very strong subject knowledge, partly because of the high-quality training programme and the support from the Greenshaw Research School. This means that they can explain the key teaching points clearly to pupils.

Teachers check pupils' understanding systematically in class. This means that they can identify and correct pupils' misunderstandings straightaway. The wider assessment programme supports pupils' learning and helps teachers to monitor pupils' knowledge well.

Pupils know and remember more as they move through the school. For example, Year 7 pupils used sophisticated vocabulary when analysing a Greek myth. Year 11 pupils could explain population pyramids and apply these to the United Kingdom. Teachers enable students in Year 13 to explain Marxist and fundamentalist theories in economics. Sixth-form students are well prepared for the next stages of education or employment.

The school's expectations of pupils' behaviour are very high. Staff and pupils understand these extremely well. This helps the school to have a calm and purposeful atmosphere, where pupils remain highly focused on their learning. Lessons are not disrupted by any low-level issues.

Pupils' attendance has been affected by the COVID-19 pandemic. However, the school has worked tirelessly to ensure that pupils attend school as often as possible. Where this is not the case, it has robust systems to support pupils in getting back into school.

Personal, social, health and economic education is very well organised and taught by staff who teach content expertly. Pupils are taught about consent at an age-appropriate level. They also learn how to keep themselves safe when online or in the community and in relation to drugs and alcohol.

The school has worked hard to develop pupils' understanding of equality, diversity and inclusion. Recent events include a sixth-form cultural celebration event and an Afro-

Caribbean evening. Leaders make sure that pupils from different backgrounds and interests are represented fully in school life.

Staff love working at the school. They feel well supported by leaders with their workload and well-being. Leaders at all levels are reflective and committed to further improvement. Governors, trustees and trust leaders work together with the school to support this improvement. Parents were very positive about the care that the school provides.

Safeguarding

The arrangements for safeguarding are effective.

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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in June 2012.

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

Unique reference number	136800
Local authority	Sutton
Inspection number	10255440
Type of school	Secondary comprehensive
School category	Academy converter
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1,937
Of which, number on roll in the sixth form	381
Appropriate authority	Board of trustees
Chair of trust	Anne Spackman
Headteacher	Nick House
Website	www.greenshaw.co.uk
Date of previous inspection	6 June 2017, under section 8 of the Education Act 2005

Information about this school

- The school is part of Greenshaw Learning Trust.
- The school uses eight registered alternative providers to support a small number of pupils.
- The school maintains a specially resourced provision for 25 pupils with speech, language and communication needs.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with leaders and staff in the school, including those responsible for the quality of education, behaviour, attendance, personal development and safeguarding.
- Inspectors met with representatives from the trust and the local governing committee. These included the chief executive officer, the vice-chair of the trust and the chair of the local governing committee.
- Inspectors carried out deep dives in art, English, history and science. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, 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

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His Majesty's Inspector

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Ofsted Inspector

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