

Inspection of The Green School for Girls

Busch Corner, London Road, Isleworth TW7 5BB

Inspection dates: 4 and 5 October 2023

Overall effectiveness	Good
The quality of education	Outstanding
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Sixth-form provision	Outstanding
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Sally Yarrow. This school is part of The Green School Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer Sally Yarrow, and overseen by a board of trustees, chaired by Glyn Douglas Wallis-Jones.

Ofsted has not previously inspected The Green School for Girls as an academy under section 5 of the Education Act 2005 as, 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 graded inspection of the predecessor school.

What is it like to attend this school?

Pupils are given opportunities to be independent and confident at this school. They respect differences between themselves and others and are proud to be part of a diverse school community. Pupils know how to keep themselves safe and understand the importance of healthy relationships and looking after their mental health.

The school expects pupils to achieve high academic standards. In 2022, GCSE results exemplified pupils' success. These same high expectations also apply to pupils' behaviour. Pupils are focused in classrooms and demonstrate a positive attitude to learning. The school's expectations continue in the playground and the school site, and pupils mostly behave well there too. Bullying is not tolerated, the school has identified the risks of online bullying and taken action to address any instances of this.

Pupils can participate in a wide range of activities to enhance their learning. For example, pupils in the sixth form can join in a 'Music Jam' or train and earn qualifications for performing arts. Younger pupils are taken on meaningful trips and visits that extend their learning and nurture their interests and talents. Pupils demonstrate a strong set of values promoted by the school, including being respectful and valuing others, treating all as equals.

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

The school has ensured that there is a clear and effective curriculum in place. Teachers are experts in their subjects and deliver learning in a clear and helpful way. This means that pupils make exceptional progress and are well supported to develop the skills they need to succeed. Pupils are given clear feedback which helps to build up their knowledge and means that they can handle complex concepts across a range of subjects. As a result, pupils talk confidently about their work and demonstrate a strong understanding of what they are learning and what they have learned before. Sixth formers are well prepared for life beyond school through the experiences they receive in the classroom, and know how to debate and argue sophisticated issues.

Pupils develop strong study habits, including in the sixth form where students are organised and self-sufficient. Teachers ensure that any gaps in understanding are addressed through a range of effective teaching techniques. This includes pupils with special educational needs and/or disabilities (SEND) who are supported well. Pupils who arrive at the school with limited reading fluency are identified quickly and provided with support from well-trained staff.

Teachers are well supported, including those in the early stages of their career. The school is committed to teachers' development, and a culture of sharing the best practice. This vision is driven by trustees, and well received by teachers whose workload is carefully considered.

Pupils behave well in the classroom. They show good attitudes and it is very rare for learning to be disrupted. Most pupils can identify an adult they can turn to if they are concerned. Teachers use the school's behaviour policy consistently. The school takes swift action when more serious incidents occur and if pupils do not follow the school's code of conduct. The school uses a range of support methods such as mentoring, and sanctions such as suspension from school. However, the use of suspensions is sometimes not appropriate or proportionate, and pupils who are disadvantaged or are vulnerable are suspended much more often than their peers. A few of these vulnerable pupils are suspended on multiple occasions and miss out on their schooling.

Pupils attend school well and leaders continue to expect all pupils to be punctual. Leaders follow up on any pupils whose attendance is a concern and offer support where needed.

The school has ensured that pupils have rich opportunities to develop their character. For example, assemblies and form times are set up so that pupils can present researched topics that align with school-wide themes. All pupils are included in reflections that extend beyond the Christian values that underpin the school's ethos. The school has extended this further through a well-thought-through personal, social, health and careers education programme. Pupils demonstrate confidence in financial education, study skills, knowledge of careers and the importance of being an 'upstanding citizen'. Sixth formers receive an exceptional enrichment extension to their subject choices. All are expected to choose an interest or passion to develop further. Some pupils take up the 'Extended Project Qualification', and others choose a sports leader qualification or develop entrepreneurship skills as becoming a 'Young Tycoon'.

Pupils take on responsibilities as student council representatives and use this platform to express their peers' views. The school provides an extensive offer of trips and visits to both enhance subject learning and build on wider interests. For example, sixth formers are taken on a team building event at the beginning of their studies to build relationships between students, and include new joiners to the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The use of suspensions is high and sometimes not appropriate or effective. The application of the school's behaviour policy leads to vulnerable pupils being at higher risk of suspension and missing school. The school should ensure that a

range of approaches are effectively used to improve the behaviour of pupils, and that reintegration following any suspensions leads to improved behaviour.

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	139989
Local authority	Hounslow
Inspection number	10267955
Type of school	Secondary comprehensive
School category	Academy converter
Age range of pupils	11 to 18
Gender of pupils	Girls
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	923
Of which, number on roll in the sixth form	98
Appropriate authority	Board of trustees
Chair of trust	Glyn Douglas Wallis-Jones
CEO of the trust	Sally Yarrow
Headteacher	Sally Yarrow (executive headteacher) Lee Thomas (head of school)
Website	http://tgsgirls.com/
Date of previous inspection	Not previously inspected

Information about this school

- The Green School for Girls converted to become an academy in August 2013. When its predecessor school, The Green School, was last inspected by Ofsted, it was judged to be outstanding overall.
- The school is a voluntary aided Church of England school. The school was inspected under section 48 of the Education Act 2005 in November 2016.
- The school uses two registered alternative providers.
- The school operates a sixth form in consortium with the other school in the trust, with lessons provided to students on both sites.
- 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

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school 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 the headteacher, head of school and members of the trust, governors and other school leaders.
- Inspectors carried out deep dives in these subjects: history, languages, physical education, mathematics and computing. For each deep dive, inspectors discussed the curriculum with subject leaders, visited samples of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also visited lessons and reviewed pupils' work in some other subjects.
- Inspectors reviewed a range of documentation, including leaders' school evaluation, the school development plan, information about pupils' personal development, records for behaviour and attendance, and reports to those responsible for oversight.
- Inspectors met with groups of pupils to understand their experience of the school.
- Inspectors visited enrichment opportunities, form time and assemblies.
- Inspectors visited the other school in the trust where sixth form teaching also occurs.
- To evaluate the effectiveness of safeguarding, the 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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