



# The Green School

## Inspection Report

**Unique Reference Number** 102542  
**Local Authority** Hounslow  
**Inspection number** 300804  
**Inspection dates** 17–18 January 2007  
**Reporting inspector** Cathie Munt HMI

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

<b>Type of school</b>	Comprehensive	<b>School address</b>	Busch Corner
<b>School category</b>	Voluntary aided		Isleworth
<b>Age range of pupils</b>	11–19		TW7 5BB
<b>Gender of pupils</b>	Girls	<b>Telephone number</b>	020 8321 8080
<b>Number on roll (school)</b>	795	<b>Fax number</b>	020 8321 8081
<b>Number on roll (6th form)</b>	139		
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr G James
		<b>Headteacher</b>	Mrs P Butterfield
<b>Date of previous school inspection</b>	1 October 2001		

<b>Age group</b>	<b>Inspection dates</b>	<b>Inspection number</b>
11–19	17–18 January 2007	300804

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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and three Additional Inspectors.

## Description of the school

This popular, small comprehensive in a fairly prosperous area of West London is a Science Specialist School. As a result of the admissions criteria, a number of students live a considerable distance away, some from areas of significant deprivation. Although many girls apply to return to the sixth form at 16, a number choose to continue their studies at other establishments, some closer to home. A small number of boys join the school in the sixth form. The proportion of pupils from minority ethnic groups is greater than average as is the proportion speaking English as an additional language. The proportion of pupils with learning difficulties and disabilities is below the average as is the number known to be eligible for free meals. Attainment on entry covers the entire range with a slightly larger proportion of higher attaining pupils than average.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

The Green School is very good with outstanding features. Harmonious relationships, excellent behaviour and diligent application combine to make this a school where girls feel very happy and safe. They enjoy school because they feel they are taught well and are supported to do their best. Teaching and learning are good and pupils achieve well. Standards are above average. Attendance is excellent and punctuality has improved this term. The school's Christian values underpin a high level of care. The girls respect the buildings and help to keep them clean and tidy. The very committed staff provides excellent, guidance and support for all. The personal development of the girls, including their spiritual, moral, social and cultural development, is outstanding. They contribute confidently in lessons and have the courage of their convictions in debate.

A high proportion of pre-inspection questionnaires were returned. The majority of parents and carers were most positive in their views of the school, praising the teaching, the values, and the care provided for their daughters. 'The Green School has met every expectation we had as parents when selecting it as the school of choice for our daughter' wrote one, while others noted that concerns were dealt with sensitively and promptly. However, about 10% of those who responded felt that the school did not take sufficient account of their views. Some parents of younger pupils were concerned that there was insufficient time to eat lunch because of the shorter lunch break. The canteen is small and additional seating is being purchased to enable girls to eat their packed lunches indoors in greater comfort.

The school's specialist science status has brought vigour and enthusiasm to the subject and this is influencing many areas of school life, particularly monitoring and evaluation. It has also enhanced the development of creativity, already evident in the exciting artwork displayed around the school. Effective training and development ensure that staff share good practice across the school. The focus on more rigorous monitoring and evaluation has generated improved standards in 2006, particularly in science. Many departments are building well on the developments brought about by the school's Specialist Science Status, thus increasing the scope for pupils to make even better progress in their learning. The choice of subjects in the sixth form is outstanding but the choice of vocational subjects in Years 10 and 11 is limited. Rightly, plans are in place to widen this choice.

Members of the leadership team, some of whom are new to the team this term, have a clear view of the school's strengths and know which areas require further development. The team are very able and work well together. The skills and roles of middle leaders have been identified, appropriately, by the school as areas for further development. The school's focus on improving the provision for higher achieving and for gifted and talented pupils has been particularly fruitful and is a clear indicator of excellent capacity to make further improvements.

## **Effectiveness and efficiency of the sixth form**

### **Grade: 1**

The overall effectiveness of the sixth form is excellent. Standards are above average and students achieve well. Their progress improved in 2006. They mature into happy, confident, articulate and mature young adults who appreciate the good teaching they receive and the excellent range of subjects to choose from through the well organised consortium. Their personal development and well-being are as outstanding, as in the main school, because the care, guidance and support they receive is excellent. Leadership and management of the sixth form are strong and effective. The school prepares pupils very well for future education and the world of work; most proceed to university. Sixth formers are fully involved in the life of the school and enjoy supporting younger pupils.

### **What the school should do to improve further**

- Improve the range of choices of subjects for pupils in Years 10 and 11

## **Achievement and standards**

### **Grade: 2**

#### **Grade for sixth form: 2**

The school enables pupils of different backgrounds and abilities to achieve well and meet or exceed challenging targets. However, a thorough review of the 2005 examination results identified that pupils' literacy skills were in need of improvement. Consequently, a Literacy Co-ordinator was appointed and a successful revision programme implemented for Year 9 pupils. This is having the desired effect of improving pupils' literacy skills, which were good in the lesson observed.

A recent focus on stretching more able pupils has had a marked impact on the standards reached, particularly at the end of Key Stage 3. Results for pupils aged 14 have been improving over the past four years and are now well above average. Pupils with learning difficulties and disabilities, achieve well. Pupils from across the range of minority ethnic groups make good progress.

At GCSE, pupils make good progress over time and achieve standards that are above the national average. The school recognised that some pupils needed additional support to ensure they gain good passes and the strategies employed are already making a difference. Pupils are now meeting more challenging targets. A particular example of this is the outstanding improvements in the science results in 2006 as a result of rigorous monitoring of course work. The performance of sixth form pupils also improved significantly in 2006 with over two thirds achieving grades A -C at A level, a high proportion.

## **Personal development and well-being**

### **Grade: 1**

#### **Grade for sixth form: 1**

Pupils' personal development and well-being are outstanding. They have an excellent awareness of how to live safely and look after themselves. They understand the importance of physical exercise, eating a balanced diet and being healthy. Their appreciation of school life is witnessed by their above average attendance and the very low level of unauthorised attendance. They enjoy school because they feel they are taught well and supported to do their best. They are confident that bullying is rare and that, if it occurs, staff respond quickly. Pupils are fully involved in reviewing the anti-bullying policy.

Pupils of all ages take full advantage of the many opportunities to be involved with school life, from being prefects or captains, to interviewing staff or organising a leavers' ball; they relish such challenges and work well together. Pupils are generous at raising funds for charity and give of their time willingly to organise events such as a senior citizens' party. Many girls follow the Duke of Edinburgh Award, gaining social skills and confidence. Pupils' spiritual, moral, social and cultural development is outstanding. The mix of ethnic backgrounds is a strength of the school and pupils work together harmoniously, appreciating each other's faiths and lifestyles.

Sixth formers spend an hour a week supporting others, either within school or the community. This is worthwhile and a valuable contribution to their understanding of citizenship and voluntary work. Pupils are encouraged to think about their future, for example, sixth formers spend a day learning about basic finances. The development of work-related learning activities, particularly work experience, helps pupils to understand the realities of life beyond education.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

#### **Grade for sixth form: 2**

The quality of teaching and learning is good overall. Examples of outstanding teaching were seen across the school. Typically teachers are specialists with strong subject knowledge. They are enthusiastic and use a wide range of teaching and learning styles. The school's focus on improving questioning has had a positive impact on learning and was seen to very good effect in several lessons including psychology, geography and science. A positive impact of the specialist status was evident in the effective use of interactive white boards in some lessons, for example in mathematics, and in the input that science has made to other subjects.

Most lessons are well paced and pupils are expected to work diligently. There are many opportunities for them to work collaboratively, and warm and respectful relationships

create a positive atmosphere for learning. Pupils' excellent behaviour means that classes proceed smoothly. Consequently, pupils make good progress in their work and this is mainly supported by well-focused marking which indicates what needs to be done to improve further. Several parents were concerned about inconsistencies in the marking of work in some subjects. Occasionally the opening activities in lessons take too long.

## **Curriculum and other activities**

### **Grade: 2**

#### **Grade for sixth form: 1**

In Years 7 to 9 the school provides a balanced curriculum that meets the requirements of all pupils. A well structured personal and social education and citizenship course encourages pupils to develop the skills needed to play an active role in society. The school's specialist status has had a very positive effect upon the curriculum, providing an added stimulus to learning.

In Years 10 and 11 the traditional curriculum is supplemented by a limited number of options which seek to provide an education that is tailored to the needs of all pupils. This includes a number of vocational subjects that are offered in conjunction with West Thames College. However, some pupils are reluctant leave the secure environment of the school to attend courses at the college. The school is seeking to widen students' option choices for 2007.

There are numerous opportunities for enrichment activities through the extra-curricular programme. This includes a popular range of clubs, visits, residential trips and visiting speakers. Each year a very successful science week focuses on activities which enrich teaching across the curriculum. Two activity days in the summer term help students develop their social skills. This breadth of extra-curricular provision enriches pupils' learning very well and adds considerably to their enjoyment of school. Sometimes, girls find it difficult to fit in a lunchtime activity and have enough time to eat, for example when they also have to change from a physical education lesson.

The school is actively involved with a number of business partners in order to widen pupils' understanding of work related issues. A well organised curriculum audit has ensured that this provision is most effective. Opportunities for work experience are followed up well in lessons.

The sixth form curriculum is exceptionally good. Through the local consortium, pupils can choose from a wide range of subjects at a variety of levels. The presence of pupils from other schools widens and enriches the pupils' learning experiences.

## **Care, guidance and support**

### **Grade: 1**

#### **Grade for sixth form: 1**

This is an inclusive school where the Gospel values set out in its foundation statement are reflected in the outstanding level of care and guidance that it provides for its

pupils. This level of care is reflected throughout the school and respect for all members of the school society is a high priority. Such things as the provision of a summer school for pupils transferring to the school and the residential team building weekends in Year 7 are good examples of how, from the very commencement of their time at the school, the staff are committed to ensuring that learners reach challenging targets.

The way in which tutors and learning coordinators strive to ensure that all pupils achieve their fullest potential is illustrated in the careful monitoring of pupils with special educational needs. Through such things as weekly inclusion meetings, academic reviews, and parents' consultation sessions the school ensures that the personal development of these pupils is outstanding and that their progress matches that of their peers. All pupils are aware of their own levels of achievement and the targets that they are aiming at. Suitable guidance is given when option choices are made although this is sometimes constrained by curriculum choices.

The provision for pupils who speak English as an additional language has recently been strengthened by the appointment of staff who ensure that resources are targeted to provide maximum support.

Good training for staff and careful vetting procedures for new appointments ensure that the safeguarding of pupils is paramount. Pupils' health and safety has been addressed and improvements have been made when issues have been highlighted.

Care, guidance and support for sixth formers is as effective as in the main school. The recent focus on involving sixth formers in more aspects of school life has been successful. Preparation and advice for university applications is well organised and tutors have been trained to write university references and to encourage higher attaining pupils to aim for the best universities. Teachers use data very well to monitor how sixth formers are achieving and set regular assessments to monitor progress.

## **Leadership and management**

### **Grade: 2**

#### **Grade for sixth form: 2**

Leadership and management are good, with some outstanding features. The school is becoming extremely successful in identifying and tackling barriers to learning for pupils from a variety of different backgrounds. The Headteacher provides strong leadership and is supported by a very able and newly constituted team of senior leaders, whose roles are well matched to the school's priorities. The leadership team knows the school's strengths and weaknesses well and this is evident in the high quality of the school's self evaluation. Leadership of the sixth form is strong and it is very well managed. Liaison within the consortium is efficient, helping pupils reap the benefits of the breadth of subjects on offer.

The school's progress as a specialist science college is gaining momentum. Improvements in the area of data analysis and interpretation are permeating across the school. This is having a beneficial impact in raising pupils' achievements, impressively in science, but also evident in other subjects. Managers have introduced



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a strategy for sharing this good practice across the school. The school attaches great importance to staff training and development and this is having a positive impact on the quality of teaching and learning leading to higher student achievement.

Good systems are in place to enable leaders at all levels to evaluate the effectiveness of their work. This has helped the school identify significant areas for improvement such as developing the skills and roles of middle leaders and improving provision for higher attaining pupils. The school has taken appropriate steps towards addressing these issues. However, not all departments are at the same level of development.

Governance is good. Under the leadership of a dedicated chair, governors both encourage and challenge effectively. There is a determination from governors and staff at all levels to sustain and build upon the many gains of recent years.



## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	1
How well does the school work in partnership with others to promote learners' well-being?	1	1
The effectiveness of the school's self-evaluation	1	1
The capacity to make any necessary improvements	1	1
Effective steps have been taken to promote improvement since the last inspection	Yes	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2	2
The standards <sup>1</sup> reached by learners	2	2
How well learners make progress, taking account of any significant variations between groups of learners	2	2
How well learners with learning difficulties and disabilities make progress	2	

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	1
The extent of learners' spiritual, moral, social and cultural development	1	
The behaviour of learners	1	
The attendance of learners	1	
How well learners enjoy their education	1	
The extent to which learners adopt safe practices	1	
The extent to which learners adopt healthy lifestyles	1	
The extent to which learners make a positive contribution to the community	1	
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	1
<b>How well are learners cared for, guided and supported?</b>	1	1

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

### Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	
How effectively performance is monitored, evaluated and improved to meet challenging targets	1	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2	
The extent to which governors and other supervisory boards discharge their responsibilities	2	
Do procedures for safeguarding learners meet current government requirements?	Yes	Yes
Does this school require special measures?	No	
Does this school require a notice to improve?	No	

## **Text from letter to pupils explaining the findings of the inspection**

On behalf of the team, I should like to thank you for welcoming us to your school recently. We very much enjoyed meeting you and we thank especially those of you who took time to talk to us in organised groups or individually in classes and around the school. We thought that you were all very polite and extremely well-behaved. You attend school regularly and your punctuality in the morning has improved this term. Well done! It is important to arrive on time to make sure that you keep up with your work.

You told us many positive things about the quality of education that you receive and we agree with you and your parents that yours is a good school that does some things extremely well. Being a specialist science school has brought many rewards, such as the interactive white boards. The school is well led by the headteacher, the senior managers and the governors. Your teachers show great commitment to you and help you to make good progress in your work and exceptional progress in your personal development. You all get on very well together and you enjoy helping one another. You work hard in lessons and learn from your mistakes. Good teaching helps many of you to achieve high standards in your work although there is always room for further improvement. For example, exciting changes in science helped some of you to get even better results than expected in 2006. By giving as much attention to other sets of coursework you might do equally well this year.

Sixth formers have an outstanding choice of courses, some of which take place in other establishments. However, the choice of courses is not as wide for those of you in Years 10 and 11 and we have asked the staff to consider how this could be improved. Some of your parents feel that the school could take more notice of their views and some of you feel that there isn't enough time for lunch on some days. Despite this, you really enjoy attending The Green and support its Christian values wholeheartedly.

Yours sincerely

Catherine MuntHer Majesty's Inspector of Schools