

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

The Green School

Busch Corner, London Road, Isleworth, Middx TW7 5BB

| | |
|--|-------------------------|
| Current SIAMS inspection grade | Outstanding |
| Diocese | London |
| Previous SIAMS inspection grade | Outstanding |
| Date of academy conversion | 1 September 2013 |
| Name of multi-academy trust | The Green School Trust |
| Date/s of inspection | 23 and 24 November 2016 |
| Date of last inspection | 13 and 14 October 2011 |
| Type of school and unique reference number | Secondary 102452 |
| Headteacher | Sally Yarrow |
| Inspector's name and number | John Logan 892 |

School context

The Green School is an 11-18 Voluntary Aided Church of England School for girls, part of The Green School Trust, a multi academy trust who are due to open a boy's school in September 2017. There are 874 students on roll, including sixth form students. The sixth form is part of a Hounslow consortium. There have been significant changes to staffing in the school since the last inspection, including a new headteacher and leadership team. There are a wide number of cultures and faiths represented, with 58% students from a Christian background, 25% Muslim and 60% with English as an additional language.

The distinctiveness and effectiveness of the Green School as a Church of England school are outstanding

- Distinctive Christian values permeate all aspects of school life, are clearly understood by all stakeholders and have a significant impact on their lives.
- Relationships in the school are very strong and this leads to high levels of inclusion for all groups.
- The many and varied opportunities for students to develop their own spirituality through religious education (RE) and worship results in an impressive level of spiritual awareness among many of them.
- Collective worship in the school is often inspirational, raising aspirations and having a significant impact on the lives of students and staff.
- Leaders in the school consistently and confidently articulate a shared vision rooted in strong Christian values.
- High quality teaching and learning in religious education leads to strong outcomes for students.
- The strong and consistent strategic planning and evaluation from all levels of leadership ensure the school maintains Christian distinctiveness that is respectful and inclusive of those of other faiths and none.
- Partnerships in the school are strong and engagement from different stakeholders means that the lives of students are enriched.

Areas to improve

- Ensure that the school's Christian distinctiveness is monitored and evaluated throughout the curriculum as a whole and that opportunities for cross curricular development in this area are fully exploited.
- Develop a more systematic approach to the overall monitoring and evaluation of collective worship in order to ensure all acts of worship are of a consistently high quality.

The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners

Distinctive Christian values permeate all aspects of school life, are clearly understood by all stakeholders and have a significant impact on their lives. The school attributes its motto 'Let your light shine' to its ability to enable students to flourish. Standards are high in KS3, KS4 and KS5 and are at least in line with and at times exceeding national expectations. Progress measures show that the majority of students make notably high levels of progress compared with other schools, both nationally and locally. Students from disadvantaged backgrounds often perform in excess of the national average for these groups. Careful tracking systems help monitor progress and ensure that each student achieves their potential. Student success is framed within the context of the school's distinctive Christian character and to mark this, a communion service is held for all Year 11 and 13 students before they begin their exams 'to allow students a moment of restorative reflection before the exam season begins proper'. The school's Christian care for the individual applies to issues of attendance and exclusion, ensuring that attendance rates remain high and that exclusion rates are low. There is a well-developed understanding of how the Christian distinctiveness of the school within this multi faith context can coexist in a positive and constructive way. Students from all faiths and none talk of how they enjoy and value the diversity of the school, feeling very much part of a Christian and inclusive community. As a result of this and engagement with groups such as the Hounslow Friends of Faith, the school has fully addressed the action point suggesting greater engagement with local and global faith communities. The recent introduction of 'growth mindset' theory is already impacting positively on learning and contributing to the well-developed support structures to ensure high levels of wellbeing and personal development. Relationships in the school are very strong and this leads to high levels of inclusion for all groups. One parent said 'there are no strangers in the school, only friends'. This philosophy is evident throughout the school. Parents speak of how teachers and other staff 'go the extra mile' to ensure students and their parents are fully included in the school. The many and varied opportunities for students to develop their own spirituality through RE and worship result in an impressive level of awareness among many of them. Curricular and extra-curricular opportunities enable students to reflect on their own beliefs and practices in different areas such as the Year 7 applied performance, retreat days and other chapel events. This is also effectively developed further through collective worship and RE. The high profile of RE in the school has a significant role in developing further the spiritual, moral, social and cultural (SMSC) dimensions of the school and the distinctive Christian character through the varied learning experiences and challenges that students experience. The monitoring and evaluation of Christian distinctiveness throughout the curriculum as a whole are limited.

The impact of collective worship on the school community is outstanding

Collective worship has a high profile in the school and is often inspirational raising aspirations and having a significant impact on the lives of students and staff. It is distinctively Christian with themes drawn from the Christian values of the school. The weekly whole school assemblies are appreciated by students, who feel they are 'worth the work'. The many and varied opportunities for students and staff to be involved in leading worship help to make it both inspirational and inclusive. Students play a key part in planning and delivering collective worship in whole school and other acts of worship. They are confident in the parts they play in leading collective worship. A key question for the week provides a focus for the worship such as 'Is fighting for peace a contradiction?' Biblical texts, interpretation and contemporary thoughts help students to explore the theme in lively and creative ways. The use of Anglican liturgy is effectively interwoven into the whole pattern of worship. Appropriate hymns, worship songs and prayers, formal and informal are used well and are appreciated by students. Students appreciate the use of the school prayer, which was developed by different groups within the school. As one student described it, 'the rhythm of prayer is good, it helps to feel part of it'. A wide variety of resources are effectively used to enhance worship, such as the use of images, including classical paintings of biblical seasons, contemporary role models and challenges such as 'we all have a part to play in overcoming evil with good'. Opportunities for informal worship through the work of the chaplain, retreats and the Headteacher's applied performance in Year 7 are a strength of the school and have a considerable impact on developing high levels of Christian and personal spirituality amongst students. The voluntary Communion service is well attended and contributes to the rich pattern of worship in the school. There is a strong sense that prayer significantly contributes to the whole life of the school including its use in governors and staff meetings. Governors, parents and staff all express their appreciation of this. Collective worship effectively enables students to develop their understanding of theological concepts including aspects of the life of Jesus, such as his baptism and other aspects of God as Father, Son and Spirit, exploring these within the context of worship. An example of this was seen in a Year 10 act of worship which explored how God sent Jesus to 'fight for peace', relating biblical material to contemporary political and social situations and drawing out meaning for themselves and

society. Whilst there is very good planning for collective worship, the overall monitoring and evaluation of worship is limited and lacks overarching evaluation procedures.

The effectiveness of the religious education is outstanding

High quality teaching and learning leads to strong outcomes for students with exam results significantly higher than most other areas of the curriculum. Performance data over time shows that student attainment and progress in RE is high compared to national averages and exam results, at GCSE and A Level are some of the highest in the school. Students from disadvantaged backgrounds often make more progress than many of their peers and those with SEN making good progress in relation to their starting points. Teaching over time is of a high quality with most lessons demonstrating either good or outstanding practice. The level of challenge is high and students value this as it 'helps us to develop and consider all views and understand them better' as one student put it. The RE curriculum is rich and varied with students having opportunities to consider and respond to key religious and ethical questions, using key RE skills such as enquiry, analysis, interpretation, evaluation and reflection effectively to help order their thinking. As a result of developing these skills they have learned to 'read between the lines' as one student reflected. The teaching of Christianity is central to the RE schemes of work and is developed in varied and interesting ways. Examples of this include Year 11 exploring the issue of Euthanasia through the use of 'class experts' and Year 13 exploring Christian views of the environment, both using key Christian texts effectively to support their arguments. A recent visit to local Christian churches was ably used by Year 9 students to lead a discussion on the distinctiveness of different denominations. Students speak enthusiastically about RE and particularly enjoy the opportunities to explore ethical dimensions for example, one A level student reflected, 'RE opened my mind and made me question things and not always be narrow minded and closed'. The newly introduced sixth form RE enrichment programme for all students effectively explores contemporary themes such as 'Does God bless America?', with groups facilitated well by A level RS students. RE teaching meets entitlements of time and content. All students take RE to GCSE level and there are healthy numbers studying to A level. There is a strong culture of reflective monitoring and evaluative practice in the department, led by the Head of RE. This has a direct impact on developing the very best opportunities for students and accurately identifies areas for improvement, such as the development of extra-curricular opportunities and further utilising the chaplain as a resource for RE.

The effectiveness of the leadership and management of the school as a church school is outstanding

Leaders in the school consistently and confidently articulate a shared vision rooted in a strong Christian vision and with clearly defined Christian values. These are clearly understood and articulated at all levels of the school. As a result they have a significant impact not only on the shape and direction of the school, but also on standards of achievement. Leaders work hard to ensure that all students are fully supported and enabled to achieve their best, as one student leader described it, 'teachers push you as much as you want to be pushed to help you learn'. The strong and consistent strategic planning and evaluation from all levels of leadership ensures that Christian distinctiveness is strong, respectful and inclusive of those of other faiths and none. The school has clear professional development structures and some opportunities for further development in church school leadership have been brought about by the development of the new boy's school within the MAT. The school has links with local churches in a variety of ways and both the school and the trust have a strong involvement in the Diocese, through effective management, training and support. Whilst this involvement is effective and helps the school furthering its strategic direction as a church school, leaders have correctly identified that opportunities for engagement with other church schools and the further development of future church school leaders could be strengthened. The vast majority of RE teaching is led by specialists and all staff are actively involved in professional development. RE has a high profile in the school, particularly through the inspirational leadership of the head of department. This results in a highly effective practice. Partnerships in the school are strong and engagement from different groups means that the lives of students are enriched. The structures of the MAT ensure that key Christian leaders within the Diocese are involved at all levels of governance. The Chaplain provides excellent support to all stakeholders. As a member of the Senior Leadership Team she is able to be involved in the development of the Christian character of the school strategically and has a significant impact in many areas across the school. Staff and students speak highly of her encouragement and care for them. Parents describe her work as 'enriching the school'. Parental involvement as a whole is good in the school and parents value the open dialogue they have with the school.