

# The Green School

## Inspection report

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<b>Unique Reference Number</b>	102542
<b>Local Authority</b>	Hounslow MBC
<b>Inspection number</b>	376737
<b>Inspection dates</b>	27–28 September 2011
<b>Reporting inspector</b>	Michael Blakey

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

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<b>Type of school</b>	Secondary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	11–19
<b>Gender of pupils</b>	Girls
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	905
<b>Of which, number on roll in the sixth form</b>	169
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Joanna Barrett
<b>Headteacher</b>	Mrs P Butterfield
<b>Date of previous school inspection</b>	17–18 January 2007
<b>School address</b>	Bush Corner Isleworth TW7 5BB
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<b>Fax number</b>	020 8321 8081
<b>Email address</b>	enquiries@thegreenschool.net

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## Introduction

This inspection was carried out by five additional inspectors. Inspectors observed 43 lessons, taught by 43 different teachers. They met with six groups of students, members of the governing body, staff, the local authority and an independent School Improvement Partner. They observed the school's work and looked at risk assessments for school trips, safeguarding policies and procedures, and a range of other documentation. Inspectors also took account of responses to Ofsted's questionnaires from 191 parents and carers, 16 staff and 161 students.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The attainment and progress of all students, particularly those of ethnic minority heritages, those known to be eligible for free school meals, and students with special educational needs.
- The extent to which teachers personalise learning so that all students make excellent progress and know exactly what they need to do to improve further.
- The effectiveness of leaders and managers in reducing any variation in outcomes between different groups of students.
- The effectiveness of the curriculum for all students.

## Information about the school

This popular, oversubscribed girls' school is situated in a diverse area of West London. It has specialist status for science and since the last inspection the number of students attending has increased. A small number of boys attend the sixth form. Students speak 67 different languages. The percentage of students from a wide range of different cultures and minority ethnic heritages is well above average. Of the current year 7 students approximately 73% are Christian and 20% are practising members of other world faiths. The school also offers 10 community places. The percentage of students eligible for free schools meals is below average. The school was designated as a school of creativity in 2009.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**1**

**The school's capacity for sustained improvement**

**2**

## Main findings

Students are overwhelmingly positive about this outstanding school. Inspection findings confirm their views when they say that they learn a lot in lessons, that they are extremely well cared for and feel exceptionally safe. When students join The Green School they settle quickly into school life. The Year 7 outdoor activity residential, for example, helps them to quickly make new friends. As a student said, 'We are one family.' Students are actively engaged in the running of the school as school council members, as worship representatives, or as student leaders for example.

Over the last three years, overall achievement at the end of Year 11 has been high, with results that far surpass the national average. In 2011, over 90% of students achieved a GCSE grade A\* to C in English, for example. GCSE A\* to C pass rates in the school's science specialism are impressive, with the school's own 2011 data showing that students did exceptionally well in biology, physics and chemistry. However, attainment in mathematics in Year 11, although better than the national average, is below what students achieve in English. Teachers have the highest expectations for students and an overwhelming majority of Year 11 students, and most Year 13 students, go on to further or higher education.

Students have excellent relationships with each other and understand and respect each others' religious beliefs, backgrounds and ethnic origins. They are regularly involved in decisions that affect them, for example interviewing new staff or observing lessons in which they make their own judgements about learning. Their behaviour in lessons and around the school is exemplary. This contributes to the positive and calm environment throughout the school that enables students to enjoy their learning. Students make healthy choices and participate in a wide range of sporting activities.

Since the last inspection, the curriculum for Years 10 and 11 students has been broadened so that the range of opportunities available meets the needs of all. Highly effective teaching ensures that students, including those with special educational needs and/or disabilities, do exceptionally well and are well prepared for the wider world of work.

In the vast majority of lessons teachers challenge students effectively by personalising activities based on their ability, and helping them to fully understand what they need to do to improve. In these lessons, students make very good

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progress. Inspectors observed an excellent example of this in a Year 8 lesson. However, the quality of assessment is variable across subjects and key stages. Some teachers do not effectively give regular feedback in lessons to ensure that all students realise their full academic potential. The quality of teaching in the sixth form is good.

Leaders and managers know the school well, self-evaluate effectively, and have clear plans in place to improve it further. They are driven to provide the very best learning opportunities for students and have successfully improved the quality of teaching in Years 7 to 11 through targeted professional development for teachers, for example. However, the quality of teaching in the sixth form, which is good overall, has not improved sufficiently. The governing body understands the school's strengths and areas for development. However, it has not dealt effectively with the low morale of some key staff or communicated sufficiently well with parents and carers. This hinders the school's capacity to improve, which is therefore good rather than outstanding.

### What does the school need to do to improve further?

- Embed teachers' use of assessment by ensuring:
  - timely, consistent and high-quality assessment techniques across all subjects and key stages
  - oral and written feedback to students gives each individual a clear understanding of how to improve.
- Ensure that the governing body is effective by:
  - improving communication and engagement with parents and carers
  - dealing with staffing issues in a timely and effective way.

### Outcomes for individuals and groups of pupils

**1**

A very large majority of students who were surveyed during the inspection reported that they enjoy school. As a Year 8 student said, 'I enjoy every single lesson, you can always make a contribution.'

When students begin school in Year 7 they are broadly average in terms of their prior attainment. However, during their time at The Green School they make excellent progress and their overall attainment at the end of Year 11 is considerably higher than the national average. The school's data for the current Year 11 students indicate that their attainment is likely to be at least maintained in 2012. Inspectors confirmed through their observations of teaching and learning that students were making good or better progress in most of the lessons observed.

Groups of students who have special educational needs and/or disabilities are well supported at The Green School, as are those students who speak English as an additional language. The attainment of these students is significantly above the national average. The progress of students known to be eligible for free school meals

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meets national expectations.

Students participate in a wide range of sporting clubs and all the girls in Years 10 and 11 undertake a vocational qualification in physical education. They are acutely aware of what they need to do to keep themselves healthy and a large majority of those surveyed said that school helps them to be healthy.

Students are well prepared for the world of work and life as fully contributing members of society. They attend school regularly, are punctual, and often remain after the end of the school day to carry on with their studies or take part in extra-curricular activities. They are involved in a range of charitable activities, for example raising money for 'Help for Heroes' or organising a tea party for elderly local residents. Students also take part in the Duke of Edinburgh's Award through which they undertake a period of voluntary service. Their information and communication technology, mathematics and English skills are first rate. Students' independent and interpersonal skills are remarkable as they are given responsibility and encouraged to work together throughout the school. The students' exceptionally good behaviour contributes significantly to their development and emotional safety. As one student said, 'No one laughs at you in lessons, so you can say what you feel and that makes me more confident as a result.'

Students respect each others' backgrounds and say that they are able to make tough moral choices. They speak highly about how the school helps them learn to manage conflicting views and feelings through religious education lessons and assemblies for example.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	1

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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**The extent of pupils’ spiritual, moral, social and cultural development**

**1**

### **How effective is the provision?**

The quality of teaching in the school is always good, and often better. Inspectors observed consistently outstanding teaching in a range of subjects, which included religious education, history and modern foreign languages. In the lessons where teaching was outstanding, students were often working independently or together in groups and their learning was highly tailored to their individual needs and abilities. Just occasionally, assessment is not used sufficiently to refine planning, and this can affect the progress made by individual pupils.

The curriculum is personalised and enhanced by a wide range of enrichment days during which students work with each other across the year groups. The Creative Olympics programme, whose quality has been recognised through a national award, provides inspiring opportunities for students to work with artists and develop their creative skills.

The impact of the school’s science specialism is evident in local primary schools where Year 5 & 6 children participate in a range of science activities that have raised their attainment. A very large majority of Key Stage 3 students take part in science club and successfully undertake British Science Association CREST awards at the school.

In the summer of 2011, a number of students were involved as cyber mentors as part of the national ‘Beat Bullying’ initiative. The promotion of literacy across the school, through reading groups and the annual creative writing project, for example, has been successful, as evidenced by the high attainment of girls in Year 11.

Teachers and other school staff know students very well as individuals and care and support are exceptional. The school’s inclusion team, which is well led by a senior member of the school’s leadership team, is effective and ensures that constructive multi-agency interventions are put in place early to support those whose circumstances make them vulnerable. Timely information, advice and guidance, delivered through personal, social and health education, for example, enable students to make informed decisions about future careers or health issues.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>1</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

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## How effective are leadership and management?

Leaders and managers are highly ambitious and create an ethos that promotes extensive community cohesion. They articulate a clear vision, and set high expectations for students and staff alike. They have taken concerted and effective action to improve the quality of teaching and have clear plans in place to ensure that the quality of learning and progress is more consistent across subjects, for example in mathematics. In addition, they have broadened and enhanced the curriculum, so that students’ attainment, no matter what their background or additional need, is high in Years 7 to 11, and their well-being is outstanding. The school promotes equal opportunities and tackles any discrimination very effectively. Leaders and managers focus resources correctly on identified improvement priorities and the school provides outstanding value for money overall.

Leadership responsibilities are shared among the senior team and when the headteacher is not present the two deputy headteachers ably lead the school. Partnerships with a range of services, including other schools, are very strong and make a significant contribution to students’ achievement.

Leaders and managers have a proven ability to address relative underperformance, for example, as seen in the rapid improvements in English over the past three years. Capacity to improve is therefore good.

The governing body is not fully effective. Over the last two years it has failed to successfully manage a situation in which some relationships between key members of senior staff became strained.

In response to the Ofsted questionnaire, a few parents and carers made comments such as, ‘The school does not supply enough information directly to parents about how to support their child or help them to improve grades.’ Inspectors confirmed this view, and members of the governing body correctly stated that this is an area for development. Safeguarding procedures are securely in place and staff are appropriately recruited, vetted and trained to ensure that students are safe in school. Inspectors confirmed the view of the overwhelming majority of parents and carers that the school keeps their children safe.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>



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<b>The effectiveness of the school’s engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Sixth form

Good teaching ensures that students make good progress and that their attainment at the end of Year 13 is above average. Student attainment in sociology, English language and literature, and history, for example, is high, with a large majority of students achieving a grade A or B at the end of Year 13.

Most students who study in the sixth form continue into higher education. They attend the sixth form regularly and their punctuality is good. Students are well prepared for the world of work as they have well developed basic skills and know how to work exceptionally well with others.

Improvements in provision in the sixth form have not been as marked as in the main school. The introduction of creative thinking strategies has started to improve attainment. However, leaders and managers have not sufficiently improved the quality of teaching so that students’ learning is consistently outstanding across the subjects.

*These are the grades for the sixth form*

<b>Overall effectiveness of the sixth form</b>	<b>2</b>
Taking into account:	2
Outcomes for students in the sixth form	2
The quality of provision in the sixth form	2
Leadership and management of the sixth form	2

## Views of parents and carers

Almost all parents and carers agreed or strongly agreed that The Green School keeps their children safe, and most parents stated that their children enjoyed school. However, a small minority of parents stated that the school does not take account of their suggestions and concerns and does not help them to support their children’s learning. Inspectors agreed that the school should continue to work to ensure all parents feel they are listened to. Inspectors also followed up a number of concerns about the quality of teaching in mathematics and judged that the school was

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successfully implementing a clear action plan to drive improvements in this area.

### Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at The Green School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 191 completed questionnaires by the end of the on-site inspection. In total, there are 905 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	92	48	90	47	7	4	2	1
The school keeps my child safe	119	62	70	37	1	1	0	0
The school informs me about my child’s progress	80	42	86	45	16	8	1	1
My child is making enough progress at this school	82	43	90	47	8	4	0	0
The teaching is good at this school	75	39	100	52	7	4	1	1
The school helps me to support my child’s learning	62	32	93	49	25	13	1	1
The school helps my child to have a healthy lifestyle	61	32	102	53	23	12	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	71	37	94	49	9	5	2	1
The school meets my child’s particular needs	76	40	95	50	13	7	0	0
The school deals effectively with unacceptable behaviour	92	48	74	39	10	5	4	2
The school takes account of my suggestions and concerns	43	23	100	52	20	10	5	3
The school is led and managed effectively	94	49	82	43	7	4	2	1
Overall, I am happy with my child’s experience at this school	94	49	88	46	5	3	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



29 September 2011

Dear Students

### **Inspection of The Green School, Isleworth TW7 5BB**

Thank you for making us so welcome when we inspected your school on 27 and 28 September. We judged your school to be outstanding overall. We were very impressed by your behaviour and how well you get on with fellow students from a range of different cultures, faiths and backgrounds. As one of you told us, 'We are one family.'

We observed 43 lessons in total and in most of these lessons you made good or better progress because of excellent teaching. For example, in a Year 8 history lesson, we observed how a teacher helped you to understand exactly what each of you needed to do to improve your work further.

The care, guidance and support that you receive from the school staff are exceptional. Teachers know each of you very well, and they use sophisticated monitoring to track how well you are doing in different subjects and to provide extra support when you need it. You know how to keep yourselves healthy and your participation rates in physical education and at sporting clubs are high. You are developing excellent skills for future employment, as evidenced by your exceptional attendance and punctuality.

Almost all of you told us that you felt safe and that the zero tolerance to bullying policy ensures that if any bullying takes place it is always dealt with quickly. Many of you are involved in the running of the school, either through the school council, as worship representatives, or as student leaders. You also make a significant positive contribution to your local and wider community through regular fundraising and afternoon teas for local elderly people.

We have asked the school to do two things that will make it even better for you.

- Ensure that all teachers regularly assess what you are learning, set work that will challenge each of you, and make sure that they help you to always understand what you need to do to improve.
- Improve communication and engagement with your parents and carers, and to more quickly deal with any staffing issues that may arise.

Thank you again for making us feel so welcome and speaking so openly and honestly with us about your experiences of school.

Yours sincerely

Michael Blakey  
Lead inspector

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