

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

<b>The Green School for Boys</b>			
<b>Address</b>	Twickenham Road, Isleworth, TW7 6AU		
<b>Date of inspection</b>	03-04/10/2019	<b>Status of school</b>	Voluntary Aided Academy – The Green Schools Trust
<b>Diocese</b>	London	<b>URN</b>	144515
<b>Overall Judgement</b>	<b>How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?</b>	<b>Grade</b>	<b>Excellent</b>
<b>Additional Judgements</b>	<b>The impact of collective worship</b>	<b>Grade</b>	<b>Excellent</b>
	<b>The effectiveness of religious education (RE)</b>	<b>Grade</b>	<b>Excellent</b>
<b>School context</b>			
<p>The Green School for Boys is a secondary school with 351 pupils on roll. Around twenty per cent is White British. Sixty per cent come from a range of ethnic backgrounds including Black Caribbean, Black African and Pakistani. The proportion who speak English as an additional language and those considered to be disadvantaged are above the national averages. The proportion who have special educational needs and/or disabilities (SEND) is well above the national average. It opened in September 2017 with Year 7, expanding by a year group annually. Year 9 are currently the eldest pupils. Its sixth form opens in September 2020.</p>			
<b>The school's Christian vision</b>			
<p>To provide a stimulating and enriching education founded on Christian values within an inclusive, multi-faith environment, where each person is known, valued and motivated to reach beyond their grasp, making the most of their God given talents; to be strong, of good courage, to engage and learn how to contribute to the world for today and tomorrow, to be joyful, respectful, compassionate, resilient and visionary.</p>			
<b>Key findings</b>			
<ul style="list-style-type: none"> <li>• The school's Christian vision and associated values are well embedded and drive all aspects of its service to its diverse and multi-faith community. This leads to it being a harmonious place where pupils give of their best both academically and personally.</li> <li>• Its vision provides stability through the excellently managed changes the school is going through as it grows. The impact on pupils is minimised because their needs are placed at the centre of decision making and practices and their opinions are listened to. Firm plans to continue this focus as the school grows are in place, reflecting the school's excellent leadership and management.</li> <li>• Relationships are exemplary. The wellbeing of pupils and staff is very strong reflecting God's love for all. Similarly, pastoral care and support is excellent.</li> <li>• Religious education (RE) and collective worship make significant and positive contributions to the whole school's Christian and inclusive vision. Pupils are well engaged in both areas, although the opportunity to lead worship in larger groupings across the school is less well developed.</li> </ul>			
<b>Areas for development</b>			
<ul style="list-style-type: none"> <li>• Ensure that the excellent start made in establishing the school's inclusive Christian service to its community is maintained as it grows, to ensure the vision continually shapes its development and pupils and staff continue to flourish.</li> <li>• Improve pupil leadership of acts of collective worship in Trust and Head of Year groupings held each week so that the high levels of engagement and focus evident are maintained and extended.</li> </ul>			

## **How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?**

### **Inspection findings**

In its third year, the school has experienced continued and necessary change. Growing annually means increasing staffing each year. Being in temporary accommodation brings challenges. There are advanced plans to open the sixth form from September 2020. This is linked with the Green School for Girl's co-educational sixth form, on a nearby site. The Trust, local governing body and senior leaders have managed change excellently and with minimum disruption to the pupils. This is because pupils are at the heart of decision making. The executive headteacher and head of school are successfully building a 'can-do' team who are deeply committed to developing their pupils' God-given talents, within this inclusive Church school. Pupils are extremely well known, and relationships are excellent. The school's rather complex Christian vision is theologically underpinned by thoughtfully applying biblical teaching to education purpose. It is a stabilising factor through change in these early years because it effectively guides and sustains school life.

The Trust board took the bold decision to reduce the number of pupil places offered in the early years of the school's existence. This was due to being in the temporary accommodation and to better serve the needs of pupils, despite the impact on the school's budget. The new shared sixth form building is being loaned to a secondary school in need of temporary accommodation during the next academic year. This is seen as part of its wider Christian service to the community. Both examples indicate an exemplary focus on making the right but not always the easy decision, which is at the heart of Trust processes. The Trust evaluates the impact of the school's vision, through regular visits, focused discussions and insightful reports from senior staff. Strongly shaped by the school's inclusive Christian vision, short- and longer-term planning is focused on ensuring continuity and progression as the school grows.

In keeping with its inclusive Christian vision, the school consistently encourages pupils and staff to 'reach beyond their grasp'. This demonstrates high aspirations which motivate pupils and adults to give of their best. It leads to a well-focused and respectful learning environment. The vision's positive impact is seen as pupils are developing as confident, caring and respectful young men. This is attested to by parents who in discussion and through questionnaires voice their support and reference its positive impact on their sons. The school is a happy, welcoming and inclusive place as shown, for example, by good levels of attendance and very positive behaviour. On those occasions where behaviour sometimes falls short of the high standards expected, there are very effective procedures in place to bring about resolution. These are explicitly based on the Christian concepts of forgiveness and justice.

Reflecting its vision as an inclusive Church of England school, the curriculum is engaging and well-balanced to support and enrich pupils' academic and personal development. There is a clear focus on quality teaching, effective subject leadership and on the thorough monitoring of learning. Through this, pupils of different ability levels and backgrounds are making very good and often accelerated progress. The level of support and challenge and the outcomes are validated through co-operation with the other Trust school and by involvement with other schools within the local authority and diocese.

There is a shared view of spiritual development focused on cherishing what is good, true, noble and lovely. This links strongly with the key biblical passage from Philippians chapter 4. The part-time chaplain, shared with the girls' school, is effective in supporting the school's spiritual and prayer life and in providing pastoral care. Through appropriate curriculum opportunities, especially but not exclusive in RE and personal, health and social education, pupils address big questions and reflect on issues of spiritual, religious and moral concern. The school curriculum emphasises not only its specialism around science and technology subjects but also the creative arts. Pupils respond positively to the well-rounded education which successfully enables them to develop academically and personally. The curriculum is further enhanced through an effective and varied collective worship programme, resources and training for which are provided by the chaplain.

Pastoral care has been at the heart of its work since its inception. Knowing, valuing and motivating pupils is central to its Christian vision and powerfully lived out by staff at all levels. The school continues to refine and refocus structures for pastoral care as numbers increase. This means that the excellent pastoral approaches are maintained and strongly enhance the wellbeing of both pupils and staff.

The Trust ensures that RE and collective worship are well resourced and both areas meet statutory requirements.

The daily worship programme is central to school life, successfully encouraging the community to live out its

vision. It provides, 'calm and reflection during the day to think and if you want, to pray or reflect'. Through worship, pupils and adults have wide-ranging opportunity to reflect on themes which leads to very constructive engagement. Biblical teaching is excellently and regularly applied to life in the world today. It contributes positively to an appreciation of Christian beliefs and practices, recognising God's love for all. Difference and diversity are well celebrated because hope, aspiration and action in the service of others excellently runs through the varied programme. Local and national charities are well supported. This springs from pupils expressing compassion, in keeping with Jesus' teaching. Worship in school invites all, whatever their faith position, to feel comfortable. Consequently, engagement with worship is very strong. Pupils are consulted regularly about worship, especially through the class chapel representatives. Pupils involvement in class-based worship is excellent. However, they have a limited role in leading larger group-based worship. Visits to local churches for special school services enhances the daily worship programme very well.

The RE curriculum is well-balanced in addressing a range of world faiths, alongside philosophical and ethical approaches. The Trust and senior leaders ensure that RE is given adequate time and resources, in keeping with the recommendations of the Church of England Statement of Entitlement. Plans for GCSE and A level are already clearly in place. In these ways the excellent impact of the subject in supporting and extending the school's inclusive Christian vision is demonstrated. Through extremely well targeted and varied approaches pupils engage particularly deeply with RE. They value the subject, finding that it, 'helps me think about my own beliefs and appreciate different ways of thinking and believing'. Clear assessment practice, following school protocols, regularly helps pupils to know the next steps in their learning. The subject leader is newly in post. She is already effectively enhancing the Key Stage 3 curriculum and has clear next steps in place for continued improved.



**The effectiveness of RE is Excellent**

RE provides strong levels of support and challenge to which pupils respond positively. Teaching is enriched by a wide range of activities and approaches that engage pupils deeply and allow them to reflect, respond and communicate their ideas and beliefs. This means that attainment and progress are high and at least in line with other core subjects within the school. Throughout their Key Stage 3 curriculum pupils are flourishing and are being well prepared for beginning their GCSE Religious Studies journey, plans for which are already effectively shaped.

Executive Headteacher Head of School	Sally Yarrow Simon Carter
Inspector's name and number	Pamela Draycott (161)