

The Green Room

4A Albert Street, Windsor, Berkshire SL4 5BU

Inspection dates

9–11 October 2018

Overall effectiveness	Outstanding
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
Sixth form provision	Outstanding
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is an outstanding school

- School leaders are highly effective in ensuring that the school's ethos and practice successfully transform pupils' lives for the future.
- Pupils are unanimous in their appreciation of staff and of what the school provides for them. They say that the education that they receive makes a significantly positive impact on their next stage of education.
- Staff care for and support pupils exceptionally well. The school has a family atmosphere and pupils thrive, behave well and feel safe.
- Leaders ensure that staff are trained effectively so that teaching meets pupils' special educational needs (SEN) and/or disabilities very well. Highly effective teaching, learning and assessment ensure that pupils achieve outstanding outcomes.
- Pupils quickly settle in the school and make rapid progress in English, mathematics and across the curriculum. Many pupils gain qualifications that they never thought were possible as they make up previous lost ground.
- Parents and carers have the highest praise for the school. All would recommend the school to others.
- Leaders have developed a highly effective school curriculum that provides pupils with academic qualifications and skills for life.
- The sixth form is outstanding. All students are prepared well so that they make a successful transition to education, training or employment.
- Many pupils have not been in formal schooling for some time or have had very poor attendance in the past. Their attendance is now excellent.
- Highly experienced and knowledgeable trustees provide excellent support and challenge to school leaders.
- While leadership is outstanding overall, leaders new to their roles have yet to develop their skills fully.
- This outstanding school meets all the independent school standards.

Compliance with regulatory requirements

- The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

Full report

What does the school need to do to improve further?

- Strengthen and sustain school leadership by ensuring that leaders new to their role continue to develop their skills.

Inspection judgements

Effectiveness of leadership and management

Outstanding

- The chief executive and headteacher are determined to provide pupils with the best education possible. They have an ambitious vision to enable pupils to overcome difficulties and regain their love of learning. Leaders believe there is no ceiling to achievement and that pupils should aim for the highest academic outcomes, especially in English and mathematics. Top-quality therapeutic services and outstanding teaching enable pupils to regain their self-belief and become successful learners. Strong leadership has created an outstanding education for the pupils at this school.
- After the last inspection, when the school was judged to be good, senior leaders wasted no time in acting upon the areas for improvement. Leaders celebrate strengths and seek out tenaciously any area that is less strong. They listen carefully to parents', pupils' and staff views, ensuring that pupils' needs are at the heart of all that they do. Leaders' self-critical attitude has ensured significant improvement from the last inspection.
- A therapeutic approach is central to leaders' strategies to support pupils. Leaders have appointed and trained staff who are very skilled at understanding pupils' special needs and/or disabilities.
- Leaders who are new to their roles are supported well and are beginning to hone their leadership skills.
- Staff work together very well, united in their quest to provide the best education possible for pupils. Staff morale is very high. Many comment that the school is like a family. One member of staff, representing the views of many, said, 'I am excited and invigorated to come to school each morning and I feel empowered to do what is best for students.' Leaders manage staff members' performance well.
- Parents are highly supportive of The Green Room and recommend the school to others. One parent who responded to the online questionnaire said, 'This school has completely turned my child's life around.'
- The curriculum is rich and provides pupils with a broad range of experiences. Leaders develop pupils' skills in English and mathematics very well. Leaders ensure that art, music, drama, science, technology and humanities are interwoven throughout the curriculum. The most able pupils access a curriculum that enables them to study GCSE examination subjects at a higher level. Additionally, pupils follow skills-based courses that develop communication, leadership and independence. Leaders have ensured that spiritual, moral, social and cultural learning and British values permeate most learning activities so that pupils are prepared for their future lives.
- Leaders have developed a successful extra-curricular programme of sessions and trips. Pupils respond positively to these opportunities to extend their learning and understanding. Pupils' informative displays of their experiences, such as debates and study of comedy, adorn the walls.
- The school is currently registered for pupils aged from 11 to 17. However, a very small number of pupils older than the permitted age range are completing courses that they started before the age of 17. Consequently, Leaders have applied for permission to expand the capacity and age range of the school so that pupils can continue studying

beyond the age of 17.

- Leaders and managers ensure that all the independent school standards are met.

Governance

- Trustees are highly skilled and very experienced. Together with school leaders, they demonstrate a deep commitment to providing a first-rate education for pupils. Evaluation procedures are thorough and regular visits enable them to see for themselves how the school is working. Trustees' minutes show that their monitoring is rigorous and that they challenge school leaders about the effectiveness of the school.
- Trustees have also set up an effective advisory board, made up of current and past parent representatives. The advisory board members work with trustees and school leaders to help staff understand the needs of pupils and how to help them best.
- Trustees are rightly considering how to build leadership capacity across the school to ensure that the school is sustainable into the future.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders make sure that there is an open culture where staff discuss any concerns about pupils. Staff are vigilant about safeguarding matters. Records show that leaders communicate well and quickly with parents and other external professionals should there be a safeguarding concern about a pupil.
- Leaders manage safeguarding very effectively. Administrative records of checks are meticulous. All staff are carefully checked for their suitability to work at the school. Leaders have published a comprehensive safeguarding policy on the school's website that follows all current government requirements.
- Leaders' clear policies ensure that pupils' welfare is paramount for all staff. Staff understand fully how to keep pupils safe, keeping up to date with latest advice and guidelines. Staff ensure that pupils understand how to keep themselves safe online. Risk assessments are undertaken fully for trips and activities. Leaders commission external agencies to undertake health and safety reviews and audit fire-safety requirements so that risks are reduced further.
- Staff receive comprehensive training on a broad range of safeguarding issues, such as child sexual exploitation and keeping pupils safe from the risks of radicalisation.

Quality of teaching, learning and assessment

Outstanding

- Teaching inspires pupils to learn very well. There is a strong rapport between teachers and pupils. Pupils engage very well in lessons. They participate in activities with huge enthusiasm, embracing challenge and developing as independent learners. Pupils experience success in their learning, many after a long period of unsuccessful school life.
- Teachers limit the extent to which pupils' additional needs are barriers to their learning. Staff have consistently high expectations of what pupils can achieve. They identify pupils who are capable of high attainment and give them work that stretches them. Teachers take every opportunity to identify pupils' misconceptions and plan effectively to fill any

gaps in pupils' knowledge. Many pupils achieve at levels that in the past they did not think possible.

- Highly effective teaching assistants support pupils' learning and form a seamless team with teaching staff. All staff meet together daily to discuss pupils' progress. Teaching assistants contribute a great amount to pupils' learning and are integral to the success of the school.
- Staff ensure that pupils are involved in setting their own learning and therapeutic targets. Pupils constantly self-assess and take ownership of their goals. Staff make sure that due praise is given to pupils when they experience steps to success. Consequently, pupils increase their self-esteem and learn well.
- There is a strong culture of promoting literacy across the school. Pupils read widely through regular timetabled reading sessions and at other times. Pupils talk with staff about the books that they are reading and show interest in literature. Pupils' vocabulary is extended well through carefully planned speaking opportunities and emphasis on a 'word of the week'. Staff generate excitement about writing through sharing pupils' compositions. 'Work of the week' also celebrates pupils' efforts successfully.
- Teachers have excellent subject knowledge and provide pupils with interesting learning material. In English, teachers' questioning about poetry stimulates deep thought and lively discussion. English teaching constantly probes, challenges and excites pupils. Mathematics teaching systematically seeks out pupils' strengths and identifies weaknesses. Because of methodical, clear instruction, pupils pick up mathematical skills well and competently apply their knowledge to solve problems. In science, pupils are challenged to think deeply and develop curiosity about the world around them. Science teaching inspires pupils because, for many, it provides their first experience of practical investigation in a laboratory.
- Other subjects are also taught very effectively. Staff develop pupils' organisational, artistic, technological and other skills. Teachers' careful planning and incisive feedback ensure that each pupil achieves well.
- Parents say that their child is taught well and that they receive regular information about their child's progress. One parent, when responding to the online questionnaire, said, 'Their approach to teaching children with special educational needs is exceptional.'

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- The school's upbeat ethos has a direct and substantial impact on pupils' attitudes to learning. Classrooms are positive places where pupils' progress is rapid.
- Pupils learn to trust adults, many feeling that they have not been understood well in the past. Pupils are very appreciative of staff and the care they receive. A number of pupils who have experienced a very troubled past say that the school has saved their lives. One pupil, when reflecting on the impact the school had on his life, said, 'This school is a living heaven.'
- Parents are unanimous in their view that their children are well cared for. Many parents

say that their family life has been radically improved as a result of their child attending the school. One parent said, 'This school has transformed my son into a confident happy young man when before he was the opposite and his life was going downhill.'

- Staff and pupils spend social times together. Staff model positive behaviour well and ensure that there is a happy atmosphere around the school. Pupils readily respond and meet adults' high expectations.
- Leaders and staff have been particularly successful in developing pupils' self-awareness. They have patiently and determinedly taught pupils techniques to help them to overcome their difficulties. The therapeutic support services provided by the school are held in high esteem by pupils and their parents. Therapies support pupils successfully so that they have a growing resilience and independence.
- Because pupils feel safe, they are open to receiving help and guidance. One parent said, 'This school finds the strengths in a child and helps them to develop these strengths in a caring and nurturing environment.'
- Pupils are tolerant of each other and their differences. They report that there is no bullying at the school. They are confident that any problems or concerns will be sorted out by staff.
- Leaders ensure that healthy lifestyles are promoted well. Pupils are provided with breakfast and a balanced lunchtime meal, often prepared by their peers. Varied sport activities are provided and pupils participate well. For those pupils unable to take part, they are encouraged to take exercise by walking one of the school dogs.

Behaviour

- The behaviour of pupils is outstanding.
- Pupils' behaviour in lessons and around the school is exemplary. They are courteous, polite and respectful to each other and adults. They are very proud of their school and their achievements.
- Staff provide clear guidelines of behavioural expectations. The school's positive values permeate the code of conduct and pupils learn quickly about how to behave well. Staff are adept at helping pupils manage their emotions. Consequently, any pupils who are upset are supported swiftly so that they can refocus on learning.
- The vast majority of pupils have excellent attendance. Leaders monitor attendance diligently. Pupils attend school more regularly than they did in the past.

Outcomes for pupils

Outstanding

- Most pupils have had a fragmented educational experience before joining the school. Pupils' attainment on entry is below that expected for their age groups. Some start midway through a year or key stage. Staff plan well for the induction of new pupils and identify quickly what support pupils will need during the school year.
- Leaders measure progress in a number of ways, ensuring that pupils' steps towards their personal goals are at the forefront of everyone's priorities. Pupils' progress in developing personal strategies to support their additional needs is impressive. Many pupils make exceptional progress from their low starting points at this school, due to the excellent

quality of provision available to them.

- Outcomes at the end of Year 11 in 2018 were impressive, although very small numbers in cohorts means that year-on-year comparisons are not possible. Nevertheless, all gained GCSE qualifications in English, mathematics and science, some at a high level. Pupils are also successful in a range of accredited vocational and applied courses.
- Leaders and other staff have a relentless drive to ensure that pupils get the highest grades possible. Pupils respond very positively and make strong progress in all subjects and especially English and mathematics. At the first sign of any dip in progress, leaders immediately intervene and support pupils with one-to-one tuition. Leaders often enter pupils a year early in English and mathematics GCSE examinations, successfully building pupils' confidence.
- Leaders make sure that pupils' substantial progress in wider personal skills are accredited appropriately.
- The vast majority of pupils go on to the school's sixth form, further education, apprenticeships or employment. Careers advice is of high quality and provides helpful guidance to pupils. The school keeps in contact with pupils and many visit the school and speak to current pupils about their successes. Some former pupils are employed at the school as teaching assistants or in other roles.

Sixth form provision

Outstanding

- Sixth-form provision was introduced so that students could continue with their education as a bridge towards their next place of learning or employment. Leadership of the sixth form is as strong as it is in the rest of the school. Leaders ensure that students receive the highest quality education possible.
- Students are supported very well and kept safe. Former and current students are unanimous in their praise for the school. Students clearly thrive in this exceptional school, hungry to extract the maximum benefit from their educational experience. Students reflect on their shortcomings in their educational past and show determination to get back on track. As in the rest of the school, attendance is excellent. All are ambitious for the future and have clear and high expectations of themselves.
- Students benefit from outstanding teaching, learning and assessment, enabling them to express themselves, challenge their own beliefs and think deeply. Consequently, students make excellent progress, including in academic qualifications. The school is embarking on the first year of the International Baccalaureate programme. Teaching on this programme provides a high level of debate and discussion requiring students to think deeply. Students say that they thoroughly enjoy their studies and that they are demanding.
- Students also have opportunities to retake English and mathematics GCSE examinations, including those students that missed years of education prior to joining the school. Students continue to make strong progress in their literacy and numeracy skills while in the sixth form.
- Students' wider skills, including leadership and organisation, are developed exceptionally well in an accredited course. Students speak highly of the opportunities this course provides to organise and lead events. Students are currently organising a Christmas market with palpable enthusiasm. Students learn other highly relevant skills, including

independence and resilience, which will help them with their future lives.

- Leaders ensure that students receive full careers support in planning their next steps. A dedicated 'job coach' and life skills sessions provide advice and guidance on subjects such as interview skills and effective communication. Students have the opportunity to take part in work placements, which enriches their sixth-form experience effectively. Students are prepared well for their next stage of education, employment or training.

School details

Unique reference number	141225
DfE registration number	868/6022
Inspection number	10054081

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

Type of school	Other independent school
School category	Independent school
Age range of pupils	12 to 17
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	29
Of which, number on roll in sixth form	13
Number of part-time pupils	9
Proprietor	Everyday Arts LTD
Chair	Ray Sawyer
Headteacher	Richard Allen
Annual fees (day pupils)	£20,000 to £30,000
Telephone number	01753 866711
Website	www.thegreenroomschool.com
Email address	info@thegreenroomschool.com
Date of previous inspection	7–9 October 2015

Information about this school

- The Green Room School opened in August 2014. The school provides for pupils who have complex difficulties which have prevented them from regular attendance at previous schools.
- The proprietor and chief executive of Everyday Arts LTD has recently stepped down from co-headship of this school. The headteacher is also the executive headteacher of The

Green Room in Kingsley.

- The majority of pupils have education, health and care plans. A small number of pupils, including in the sixth form, attend part-time placements due to their medical needs or because they are transitioning into the school.
- The school does not use any alternative provision.
- The school has pupils outside the age range for which it is registered. The school has plans to expand to accommodate students initially up to age 19 and at a later date to the age of 25. They wish to accommodate up to 50 students in the future.

Information about this inspection

- Meetings were held with the chief executive, headteacher, deputy headteacher, senior leaders and other members of staff. Inspectors also considered the 15 responses from staff to the questionnaire.
- The lead inspector met with a trustee and held a telephone conversation with the chair of trustees. A further meeting was held with an advisory board member.
- The lead inspector spoke with a representative of a local authority that places pupils at the school.
- Inspectors considered the 21 responses from parents to the online questionnaire. A further 15 parents made written responses.
- Inspectors observed teaching and learning in 20 visits to lessons. Senior staff accompanied the inspectors during some of the observations.
- Inspectors met pupils and sixth-form students to discuss their work. Meetings were held with a number of ex-students.
- A number of documents were scrutinised, including: the school's self-evaluation; the school improvement plan; analysis of the school's performance information; information relating to the behaviour and attendance of pupils; safeguarding and child-protection records; and minutes from trustees' and advisory board meetings.

Inspection team

Sue Child, lead inspector	Ofsted Inspector
Gary Tostevin	Ofsted Inspector

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