

# Inspection of The Green Room School

4A Albert Street, Windsor, Berkshire SL4 5BU

---

Inspection dates: 6 to 8 June 2023

<b>Overall effectiveness</b>	<b>Outstanding</b>
------------------------------	--------------------

---

The quality of education	<b>Outstanding</b>
--------------------------	--------------------

Behaviour and attitudes	<b>Outstanding</b>
-------------------------	--------------------

Personal development	<b>Outstanding</b>
----------------------	--------------------

Leadership and management	<b>Outstanding</b>
---------------------------	--------------------

Sixth-form provision	<b>Outstanding</b>
----------------------	--------------------

Overall effectiveness at previous inspection	Outstanding
--	-------------

Does the school meet the independent school standards?	<b>Yes</b>
--	------------

## **What is it like to attend this school?**

Leaders have been successful in their vision to make education at The Green Room School an 'unmissable' experience. It is typical for pupils here to talk about the transformational impact this school has had on their lives. The majority of pupils on roll have missed substantial periods of their education in previous settings, but now enjoy attending regularly as a result of the safe and welcoming environment leaders have created.

Teachers have the very highest expectations for every pupil. Pupils recognise this, and it spurs them on to succeed. Pupils are motivated to learn because the curriculum has been matched to their needs, interests and aspirations. Pupils grow in confidence during their time at the school. They are proud to see this change in themselves and feel increasingly well prepared to 'start a path' once they leave.

Parents are highly supportive of the school. Many commented on the positive difference in their children since being enrolled here. One parent told us: 'My child has grown dramatically since attending The Green Room School, more than I ever thought imaginable. The care and nurture they get here is more than any parent could wish for.'

## **What does the school do well and what does it need to do better?**

Leaders have been bold in creating a curriculum offer which puts the needs of pupils first. As a result, pupils learn well, with the vast majority going on to achieve GCSEs in core subjects from previously low starting points. There is rightly a strong focus on filling gaps in pupils' reading and mathematics knowledge, and this is very effective in making sure that pupils catch up quickly. In the sixth form, the majority of students do not study academic qualifications. Instead, they benefit from a highly effective vocational curriculum which prepares them well for supported routes into employment.

In addition to core subjects, leaders plan opportunities for pupils to learn about the world around them. For example, they learn about different countries and religions. Sixth-form students learn about news media and work towards producing their own articles about the local community. This part of the curriculum provides excellent opportunities for students to develop their social skills, discuss moral issues and understand different cultures.

Leaders make good use of education, health and care plans (EHC plan), but recognise that these are only a starting point. Leaders and teachers focus on getting to know each pupil individually to develop a detailed understanding of their strengths and interests. They also use a range of assessments effectively to identify any gaps in pupils' knowledge. They use all of this information to ensure that the curriculum is appropriately ambitious for each pupil and builds up gradually from what they already know.

Leaders have very high expectations of pupils' behaviour. Pupils are helped to meet these expectations and do so the vast majority of the time. Pupils demonstrate high levels of respect for each other and their teachers, both in lessons and at social times. They engage meaningfully with their learning, for example by showing enthusiasm for reading aloud or contributing in lessons. The high attendance of pupils is impressive and shows that what leaders are trying to achieve here is working.

Leaders have developed a highly structured approach to personal development. The foundation of this is a broad and ambitious curriculum for personal, social, health and economic (PSHE) education. In addition, the range of carefully considered trips and visits provides a chance for pupils to practise their learning in the real world. These opportunities are meticulously planned and structured so that each one builds on the last. This curriculum extends into the sixth form, where students are enabled to become increasingly independent as they start to prepare for adult life. For example, students simulate planning their first home before visiting a furniture store to learn about the reality of costing and purchasing what they might need.

Careers education is central to this school's success. Last year, every pupil went on to a sustained destination in further education or employment. Particularly in the sixth form, well-planned work experience and enterprise opportunities are threaded through the curriculum at every opportunity. With the support of the school, some students have successfully set up their own business ventures, truly bridging the gap from education into entrepreneurship. The school runs a weekly event called 'EPIC Thursdays' where sixth-form students take over the pub where this phase of the school is situated. This provides pupils with highly effective opportunities to learn skills such as customer service, food hygiene and preparation. Some pupils help to run the school's shop in the adjoining stable block, where they learn to interact with customers and manage money. These opportunities are tied together into a coherent curriculum based on the school's 'ROCCIT' competencies to ensure that all pupils learn skills such as resilience, communication and teamwork. Leaders have ensured that the school meets the relevant independent school standards and the requirements of the provider access legislation.

The proprietor and board of trustees are highly systematic in ensuring that the school continues to meet all of the independent school standards. This includes compliance with schedule 10 of the Equality Act 2010 and the publication of an appropriate accessibility plan. They take an active interest and involvement in the life of the school and have a detailed understanding of its strengths and ongoing development. Leaders and trustees work with all stakeholders, including parents and pupils, when reviewing the effectiveness of their work or planning for the future. Trustees' moral purpose and vision for the school's success are incredibly clear. They bring extensive expertise to their roles and use this to support and challenge leaders.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding at this school. Staff are knowledgeable about this aspect of their work because they receive regular training and updates. Leaders recognise the additional vulnerability of many pupils in their setting and make sure that all staff are trained above and beyond statutory requirements. Staff are vigilant in raising concerns, and leaders respond quickly and appropriately when this happens. Learning how to keep themselves safe is a central part of pupils' curriculum in PSHE. There are strong procedures for dealing with concerns about adults, and all pre-employment checks are carried out diligently.

### **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## School details

<b>Unique reference number</b>	141225
<b>DfE registration number</b>	868/6022
<b>Local authority</b>	Windsor and Maidenhead
<b>Inspection number</b>	10267667
<b>Type of school</b>	Other independent special school
<b>School category</b>	Independent school
<b>Age range of pupils</b>	11 to 25
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	49
<b>Of which, number on roll in the sixth form</b>	25
<b>Number of part-time pupils</b>	2
<b>Proprietor</b>	The Green Room Foundation Ltd.
<b>Chair</b>	Ray Sawyer
<b>Headteacher</b>	Callum Flanagan
<b>Annual fees (day pupils)</b>	£27,579 to £39,399
<b>Telephone number</b>	01753 866711
<b>Website</b>	<a href="http://www.thegreenroomschool.com">www.thegreenroomschool.com</a>
<b>Email address</b>	<a href="mailto:info@thegreenroomschool.com">info@thegreenroomschool.com</a>
<b>Date of previous inspection</b>	9 to 11 October 2018

## Information about this school

- The Green Room is an independent special school for pupils with a range of special educational needs.
- All pupils at the school have an EHC plan. The majority of pupils have a diagnosis where the primary need is autism spectrum disorder. Many of the pupils who attended here have either been previously excluded or unable to attend mainstream schools.
- The school operates a second site for its sixth-form provision which is situated within a working pub. The address for this site is The Swan, Clewer, 9 Mill Lane, Windsor, SL4 5JG.
- There are no pupils attending an alternative provision.

## Information about this inspection

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

The school meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors met with a range of leaders, including the school's proprietor, headteacher and other senior staff, to discuss their areas of responsibility. The lead inspector also met with a group of trustees to discuss their roles.
- Inspectors carried out deep dives in these subjects: English, mathematics and personal development. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors carried out other activities to check that the school meets the independent school standards. These include a check of the school premises on each site and specific checks of the school's policies and website.
- Inspectors judged the effectiveness of safeguarding by meeting with leaders, discussing records of concerns and speaking with pupils and staff about this aspect of the school's work.
- Inspectors considered responses to the staff surveys, as well as responses to Ofsted Parent View. Inspectors spoke to pupils throughout the inspection, including through the subject deep dives.

## **Inspection team**

Chris Ellison, lead inspector

His Majesty's Inspector

Alan Johnson

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023