



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

The Green School for Girls, Isleworth	
Address	Busch Corner, London Road, Isleworth, London, TW7 5BB
School vision	
<p>'Let your light shine' (Matthew 5:16)</p> <p>To provide an excellent, aspirational and enriching education for those of all faiths and none, where each member of our community is known, valued, safe and enabled to flourish;</p> <p>To enable all members of our community to live life in all its fullness, explore and develop their God-given talents and celebrate their achievements, creativity, diversity and uniqueness;</p> <p>To support our students to live hope-filled lives in harmony with others, have a positive impact on society and prepare them well for their future pathways;</p> <p>To embrace our SERVICE values;</p> <p>To empower our students and staff to let their light shine</p> <p>Values: Service, Excellence, Respect, Value, Integrity, Community, Equity</p>	
School strengths	
<ul style="list-style-type: none"> • The leadership team live the school's Christian vision so that it 'sings' through every aspect of school life. • Pastoral support for pupils and staff is exceptional as it is holistic and personalised. All are supported to 'let their light shine'. • Pupils are thoughtful and bold agents for change. They have a strong sense of moral purpose which inspires others. • Staff are supported to flourish, with strong working relationships and an open and collaborative approach which means they feel valued. • Provision for religious education (RE) is well-led and pupils experience engaging lessons. As a result, they make good academic progress in the subject. 	
Areas for development	
<ul style="list-style-type: none"> • Develop opportunities for space and reflection within the RE curriculum to further enrich pupils' understanding of spirituality at key stages 4 and 5. • Develop the monitoring and evaluation of collective worship in order to enrich the spiritual development of staff and pupils. 	
Inspection findings	
<p>Pupils and staff at The Green School for Girls are supported to flourish as individuals and as a community. The school motto, 'Let your light shine', is confidently rooted in Christian teaching and fully inclusive. School leaders ensure that pupils are known and enjoy a rich and engaging curriculum. Staff and pupils feel valued because leaders are approachable and make time to listen. Inspired by the school vision, leaders have developed a set of principles for leadership. This reflects</p>	

the powerful way in which the vision consistently drives decision-making. Governors have a strong working relationship with staff. This is informed by their understanding of how the school's Christian vision shapes school policies and everyday life. The working party, focusing on staff wellbeing and support, reflects a mutual trust and respect.

Inspired by the vision, the curriculum is designed to ensure that pupils are able to 'let their light shine.' Staff have reviewed curriculum content to ensure that it reflects the diversity of the school. This is evident in the textbooks used in lessons and in the library. Opportunities for spiritual development are carefully planned throughout the curriculum, for example in how pupils are invited to respond to poetry. Lessons are engaging and pupils therefore thrive academically and personally. The vision consistently informs a holistic approach to every pupil's experience. Relevant training equips staff to support pupils with a range of learning needs. Consequently, those who are disadvantaged or vulnerable are given targeted help which enables them to thrive. The curriculum has been enriched, particularly in Sixth Form, with links to The Green School for Boys. Opportunities for pupils from both schools to study together reflect the shared vision of the trust and its positive impact.

The worship life of the school is well planned and rooted in the school vision. School leaders work with local clergy and those across the trust to make worship inclusive. Spirituality is expressed in a range of ways, reflecting the diversity of the school. Pupils talk confidently about the 'Service' values of the school and how these help them to 'let their light shine'. They consider worship as an opportunity to connect with God and value time to reflect. Collective worship is inspiring. The greeting, 'Peace be with you', is used to ensure those of different faith backgrounds belong in this spiritual space. Recent developments in chaplaincy provision give the school an opportunity to reflect on how chaplaincy enriches worship. Pupils and staff reflect positively on the decision to move collective worship to the morning. This helps them to start the day well and therefore helps this community to flourish. The school's vision for inclusive collective worship is evident in the appointment of pupils as 'chapel ambassadors.' Their creative leadership of form group worship is appreciated by their peers. Collective worship inspires pupils to be proud of themselves and to appreciate their peers. Leaders and governors do not have a robust system to monitor the impact of worship on the spiritual development of pupils and adults.

Pupils are carefully nurtured through a strong pastoral system. Pupils and staff treat each other with respect and kindness. High standards of behaviour enable pupils to excel in lessons. Staff work hard to support those who find school life challenging. They are determined that no pupil should be left behind and that everyone should have the opportunity for a fresh start. Strategic staffing decisions have had a significant impact on building positive relationships with families. This reflects the school's understanding of the importance of engaging their wider community. Staff help families to access help from local charities during school holidays. This is inspired by their determination to ensure all pupils are able to 'let their light shine'. There is an effective focus on wellbeing for all. Staff appreciate the care they are given, professionally and personally. Pupils are confident that staff are there to support them and that they know where to go for help, for example to the 'calm room'. This encourages a positive approach to promoting good mental health across the community.

There is a strong sense of harmony and common purpose, inspired by the school's vision. This creates a deep understanding of justice and responsibility. Pupils want to help others to 'let their light shine' because of the example given to them by staff. They are confident in their courageous advocacy, many taking part in the Archbishops' Young Leaders Award. They talk with assurance about being 'upstanders, not bystanders' and that the school inspires them to help others. There are opportunities for pupils to be role models and leaders at all key stages. These are driven by the school's 'Service' values and inspired by the vision. Pupils' energy and joy in leading initiatives such as Diversity Fortnight is striking. It reflects their determination to be positive agents for change and

to serve their community. Pupils are proud of the work they do with local charities, including the food bank, reflecting their determination to have a positive impact on the lives of others.

RE is a strength of the school. This is supported by thoughtful collaboration with the London Diocesan Board for Schools. Leaders ensure that the subject has a high profile, with all pupils studying RE to GCSE. Outcomes show that pupils make significant progress. Pupils learn about a diverse range of faiths in a well-sequenced curriculum. Sixth Form students are enthusiastic about their Moral Maze programme. They appreciate being involved in planning sessions and they enjoy the opportunities for debating. The curriculum is thoughtfully planned and is engaging. Pupils discuss challenging concepts from Year 7 and the shape of the curriculum is sequenced so that pupils can develop their thinking. Staff are well trained and the department delivers a curriculum which both reflects and inspires the diversity of the school community. RE staff have strong relationships with pupils and excellent curriculum knowledge. This shapes an exciting learning environment for pupils. Close analysis of pupil progress in exam questions informs planning, so that staff can address misconceptions. Targeted questioning is used effectively to help pupils to think deeply. Consequently, pupils make sustained and significant progress in RE. Pupils are given thoughtful and detailed feedback. They are able to articulate clearly how they have reflected on feedback and how they have then improved their work. Opportunities for pupils in key stages 3 and 4 to enrich their spiritual understanding through reflection in RE are limited. Their confidence as students of RE is a direct result of the leadership of the subject, informed by the school's vision.

The inspection findings indicate that The Green School for Girls is living up to its foundation as a Church school.

Information			
Inspection date	22 April 2024 - 23 April 2024	URN	139989
VC/VA/Academy	Academy	Pupils on roll	961
Diocese	London		
MAT/Federation	The Green School Trust		
Executive Headteacher	Sally Yarrow		
Chair	Alex Forbes		
Inspector	Elisabeth Stevenson	No.	942