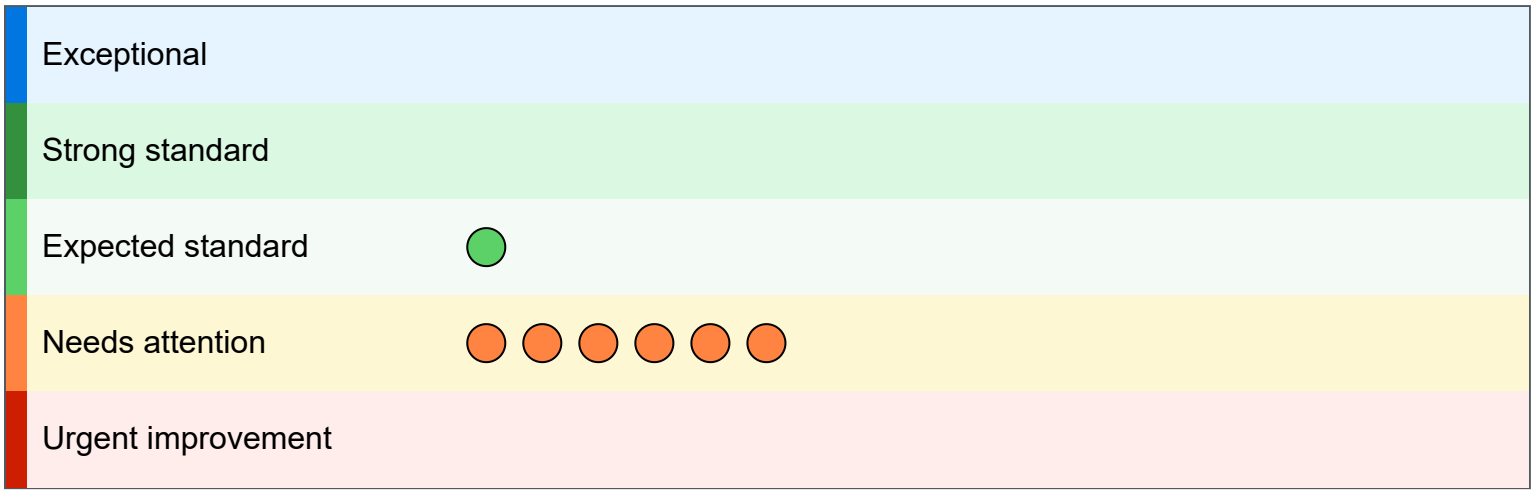
Royal Greenwich Trust School

Address: 765 Woolwich Road, Greenwich, London, SE7 8LJ

Unique reference number (URN): 143927

Inspection report: 29 September 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Post-16 provision

Expected standard

Leaders have designed a post-16 curriculum that is well matched to the students who attend. Students follow one of 3 vocational pathways, with a clear emphasis on courses linked to industry and employment. Leaders understand the strengths of the provision and are reviewing the courses on offer as students' interests and aspirations change.

Teaching is generally effective. Teachers explain subject content clearly and students use technical vocabulary confidently. Students develop the knowledge and skills required and apply these appropriately in their work. Leaders identify gaps in students' learning and provide additional help. Students with additional needs receive individualised guidance that helps them to access their courses and make appropriate progress.

Outcomes in the post-16 provision have been consistently above the national average. Students also benefit from wider opportunities. For example, engineering students complete specialist courses off site and gain experience of working with employers. Other students take part in the employer-led workshops, workplace visits and coaching linked to their future plans. These experiences help students to understand routes into higher education, apprenticeships and employment. As a result, students are well prepared for life after school.

Needs attention

Achievement

Needs attention

Pupils do not achieve as well as they should at key stage 4. This is reflected in both published outcomes and in pupils' work. While many pupils make suitable progress through the curriculum, some have gaps in their learning, including in reading and mathematics. As a result, some pupils do not secure the knowledge and skills they need for their next steps.

Disadvantaged pupils achieve more positively than pupils in the school overall. Their outcomes are often closer to national averages. The achievement of pupils with special educational needs and/or disabilities is variable. Where the help they receive is effective, they make appropriate progress from their starting points.

Achievement in the sixth form is more positive. Outcomes have been significantly above national averages for the past 2 years. Students generally make suitable progress and move successfully into higher education, apprenticeships or employment.

Attendance and behaviour

Needs attention

Leaders have recently made changes to the behaviour policy to establish calm corridors and classrooms. This is having a positive impact. The majority of pupils behave well during lessons and at breaktime. However, a significant number of pupils are removed from lessons. Some are removed because their behaviour does not meet expectations. Others

are removed because staff apply the behaviour system differently or escalate incidents too quickly. As a result, too many pupils miss valuable learning time.

Suspensions are used appropriately. Leaders are making greater use of internal sanctions to keep pupils in school. Leaders also provide targeted interventions, including boxing-based programmes, for pupils who need additional help to manage their behaviour. However, behaviour strategies are not routinely adapted well enough to meet individual pupils' needs. Leaders take bullying and discriminatory language seriously, and staff deal with instances promptly.

Pupil attendance is broadly in line with national averages. Leaders analyse attendance closely at whole-school, group and individual levels. They identify pupils at risk of persistent absence and work with pupils and families to understand and reduce barriers to regular attendance. This work is improving attendance for a number of pupils and groups, including disadvantaged pupils.

Curriculum and teaching

Needs attention

Leaders have recently introduced a more structured approach to teaching. This includes helping pupils recall prior learning and introducing new concepts in small, manageable chunks. Where these approaches are used well, pupils build successfully on what they already know. For example, in English, teachers ask carefully chosen questions to help pupils explore themes such as morality in Macbeth, drawing on prior knowledge. However, this practice is not securely embedded across the school. In some lessons, teachers do not check pupils' understanding carefully enough before moving on. As a result, gaps in knowledge are not always addressed.

The curriculum is ambitious, broad and well set out. Teachers generally explain new ideas clearly. However, teachers do not consistently build securely on what pupils already know. The help that pupils with special educational needs and/or disabilities receive is variable. Where this is less effective, some pupils find it harder to understand the learning and to complete tasks successfully.

Leaders have strengthened how they identify gaps in reading and mathematics. Pupils who need additional help receive targeted literacy, phonics and numeracy teaching. This helps them develop the knowledge and skills needed to access the wider curriculum.

Inclusion

Needs attention

Some pupils with additional needs are not identified quickly enough. This is particularly the case for pupils who are new to the school. Information about these pupils is not made available to teachers when they need it. As a result, teachers are not consistently able to adjust their teaching to support pupils who face barriers to learning. Leaders have recently strengthened how they identify and support pupils with special educational needs and/or disabilities. While this work is underway, it is too early to see the full impact.

Leaders understand the wider barriers pupils face. Their work to help disadvantaged pupils is having a positive impact. At key stage 4, disadvantaged pupils typically achieve more positively than pupils in the school overall. Targeted help includes additional literacy and

numeracy teaching, mentoring and careers guidance. This is helping disadvantaged pupils achieve more positively and prepare for their next steps.

Children in care receive effective help. Leaders review individual plans with pupils, families and other professionals to identify barriers and agree the right support. Pupils who attend alternative provision are monitored carefully. Leaders check their attendance, welfare and progress. They work with families and providers to ensure that placements meet pupils' needs.

Leadership and governance

Needs attention

Leaders understand the school's strengths and the areas that require further improvement. They have identified appropriate priorities and are taking action to strengthen teaching, inclusion, behaviour and pupils' wider development. While these actions are beginning to have a positive impact, improvement is not equally secure across all areas of the school's work. This is particularly evident in behaviour, where a large number of pupils continue to be removed from lessons.

Governors and trustees understand the school's context and provide appropriate challenge and help. They check important aspects of the school's work, including teaching, attendance and safeguarding. The trust has provided additional staff and expertise to strengthen the leadership of inclusion while new arrangements become established. Trustees also provide access to external courses and coaching to help leaders address identified priorities. Leaders, governors and trustees fulfil their statutory responsibilities.

Staff speak positively about leaders and appreciate their support. Leaders provide a structured programme of professional learning. Staff who are new to the profession regularly observe experienced practitioners and attend masterclasses to develop specific skills. Leaders also consider staff's workload and wellbeing when introducing changes.

Leaders maintain links with parents and carers in the wider community. A significant minority of parents and carers of pupils with special educational needs and/or disabilities have concerns about the help their children receive. Leaders continue to work with families to strengthen communication and relationships.

Personal development and wellbeing

Needs attention

Leaders have recently introduced a revised programme for personal, social and health education. The programme covers age-appropriate content, including healthy relationships, physical and mental health, online safety and fundamental British values. The quality of teaching in these sessions varies across the school. In some sessions, staff do not check pupils' understanding carefully enough. Consequently, pupils' knowledge varies, including their understanding of some characteristics protected by law, religion and aspects of relationships and sex education.

Pupils benefit from a broad range of wider opportunities. University visits begin in Year 7 and continue throughout the school, helping to raise pupils' aspirations. Pupils also take part in sport, music, trips and workshops. Student ambassadors and other leadership roles give pupils opportunities to take responsibility and contribute to school life. These experiences

help pupils develop their confidence, interests and understanding of the wider world. However, participation in wider activities reduces as pupils get older. In addition, pupils who are removed from form time or educated on part-time timetables can miss parts of the personal development programme.

Careers education is well developed. Pupils receive impartial advice, meet employers and universities and take part in work experience. Pupils with additional needs receive additional careers advice to help them prepare for their next steps. Sixth-form students benefit from particularly well-developed careers guidance and links with employers and universities.

Pupils know whom they can speak to if they need help. Leaders provide counselling, mentoring, music therapy and other targeted programmes for pupils who need additional help with their wellbeing and personal development.

What it's like to be a pupil at this school

Pupils are typically positive about their school. Positive relationships with staff help many pupils feel that they belong. However, pupils' experiences are mixed. Lessons are generally calm, but the quality of learning varies between subjects and classes. At times, pupils move on to new learning before they have fully understood what came before. This contributes to gaps in knowledge and means that pupils do not achieve as well as they should by the end of key stage 4. Some pupils with additional needs, particularly those who are new to the school, can experience delays in receiving the help they need.

Pupils generally attend school regularly. They say that behaviour has improved and that the school is calmer than it was previously. Most pupils understand the school's routines and expectations. However, some pupils are removed from lessons too frequently. This can be because their behaviour does not meet expectations or because staff apply the behaviour system differently. This interrupts their learning.

Pupils feel safe and know which adults they can speak to if they are worried. They are confident that concerns about bullying or discriminatory language will be taken seriously. Pupils take part in a broad range of activities beyond lessons, including sport, music, trips, workshops and leadership opportunities. These help pupils develop confidence and pursue their interests. Links with universities, employers and other organisations broaden pupils' horizons and help them understand the opportunities available to them after school.

Students in the sixth form have a particularly positive experience. They achieve well and develop the knowledge and skills needed for their next steps. Opportunities to work with employers, visit workplaces and complete specialist courses help them prepare well for life after school.

Next steps

- Leaders should make better use of information about pupils and groups, particularly in relation to behaviour, to identify patterns, trends and underlying causes so that

improvement actions are more precisely targeted and evaluated.

- Leaders should ensure that pupils' special educational needs and/or disabilities are identified quickly and accurately so that staff have the information they need to meet pupils' needs effectively.
- Leaders should ensure that teachers check pupils' understanding effectively, including whether they have the knowledge needed before moving on, so that gaps in learning are identified and addressed.
- Leaders should ensure that staff apply the school's behaviour policy consistently so that pupils are not removed from lessons unnecessarily and valuable learning time is protected.

About this inspection

This school is part of University Schools Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Gillian Kemp, and overseen by a board of trustees, chaired by Peter Heathcote.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

This inspection took place on 29 and 30 September 2026.

Following our renewed inspection framework, all inspections are now led by His Majesty’s Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, other senior leaders, staff and pupils. The lead inspector met with the chief executive officer and the chair of governors. An inspector visited one of the school’s alternative provisions.

The inspectors confirmed the following information about the school:

The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

The school currently makes use of 6 alternative provisions, including one that is unregistered.

Executive Headteacher: Cath Smith

Head of School: Asma Khan

Lead inspector:
Joseph Sparks, His Majesty's Inspector

Team inspectors:
Charlotte Elizabeth Robinson, Ofsted Inspector
Annabel Davies, His Majesty's Inspector
Alan Blount, Ofsted Inspector
Paula Ledger, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 29 September 2026

School and pupil context

Total pupils

871
Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 1,063

School capacity

900
Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 1,154

Pupils eligible for free school meals (FSM)

54.53%
Well above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 30.4%

Pupils with an education, health and care (EHC) plan

3.21%
Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.53%

Pupils with special educational needs (SEN) support

16.19%
Close to average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 14.0%

Location deprivation

Above average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	23.8%	45.4%	Below
2023/24 (final)	34.7%	45.9%	Below
2022/23 (final)	24.0%	45.3%	Below

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	37.4	46.1	Below
2023/24 (final)	39.7	45.9	Below
2022/23 (final)	36.4	46.3	Below

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.36	-0.03	Below
2022/23 (final)	-0.81	-0.03	Below
2021/22 (final)	-0.63	-0.03	Below

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	20.5%	25.8%	Close to average
2023/24 (final)	21.1%	25.8%	Close to average
2022/23 (final)	23.4%	25.2%	Close to average

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	33.8	34.9	Close to average
2023/24 (final)	34.2	34.6	Close to average
2022/23 (final)	35.9	35.0	Close to average

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.79	-0.57	Close to average
2022/23 (final)	-0.84	-0.57	Close to average
2021/22 (final)	-1.07	-0.55	Below

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	20.5%	53.1%	-32.6 pp
2023/24 (final)	21.1%	53.1%	-32.1 pp
2022/23 (final)	23.4%	52.4%	-29.1 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	33.8	50.4	-16.6
2023/24 (final)	34.2	50.0	-15.8
2022/23 (final)	35.9	50.3	-14.4

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	-0.79	0.16	-0.95
2022/23 (final)	-0.84	0.17	-1.01
2021/22 (final)	-1.07	0.15	-1.23

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers (revised)	86%	92%	Below
2022 leavers (revised)	94%	93%	Average

16 to 18 performance

A-level average point score

The average points that students achieved per A-level entry.

Year	This school	National average	Compared with national average
2024/25 (final)	S	35.00	S
2022/23 (final)	S	34.16	S

A-level value added

A score showing students' progress between the end of key stage 4 and the end of their academic qualification studies.

Year	This school	National average	Compared with national average
2024/25 (final)	S	0.0	S

'S' in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2025/26 (1 term)	9.3%	7.8%	Above
2024/25 (3 term)	9.4%	8.4%	Close to average
2023/24 (3 term)	9.2%	8.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2025/26 (1 term)	29.8%	21.5%	Above
2024/25 (3 term)	28.0%	23.4%	Above
2023/24 (3 term)	28.3%	25.6%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
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