



GREENSHAW
HIGH SCHOOL



THINK CAREER
THINK FUTURE
THINK OF US



ABOUT US

COMMITTED TO EXCELLENCE

Welcome to Greenshaw High School, a school at which I am very proud to have worked at for the last two decades. I am delighted at how hard our students and staff work to ensure the best academic results, while I am equally proud that we have happy students and staff in our school. Our school being successful is pinned on the twin aims of strong wellbeing and academic excellence. This is not an 'either, or' – both are central to day-to-day life at Greenshaw High School.

Nick House Headteacher

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OUR CORE VALUES



INCLUSION WITHOUT DEFICIT

We recognise that pupils' backgrounds shape their experiences, but we refuse to see them as limitations. Every pupil brings strengths that we value and build upon.

SHARED RESPONSIBILITY

Supporting vulnerable pupils is the responsibility of every adult. Through thousands of daily interactions, our staff work deliberately to remove barriers to success.

HIGH-QUALITY TEACHING FIRST

We believe literacy and language are fundamental to success. Developing pupils' reading, vocabulary and communication skills is central to our curriculum.

LANGUAGE OPENS DOORS

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BELONGING MATTERS

We want every pupil to feel connected to our community. Through strong pastoral systems and thoughtful support, we work to ensure every child thrives.

4	The number of categories that Ofsted rated as us being Outstanding (Quality of Education, Behaviour and Attitudes, Sixth Form and Leadership & Management)
3YRS	The number of years in the last three that our pupils' attainment has been statistically significantly better than all pupils nationally
3YRS	The number of years in the last three that our disadvantaged pupils' attainment has been statistically significantly better than all pupils nationally
71	The number of our students who went to a Russell Group university in 2025
1.7%	The percentage that our students' attendance is higher than other secondary schools nationally
2,318	The number of pupils who applied to our school to start in September 2026
56	The number of clubs on offer for our pupils
93%	The percentage of parents who would recommend this school to another parent, according to the most recent Ofsted survey. This is ten points higher than the national average of 83%

PROFESSIONAL GROWTH



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PROFESSIONAL GROWTH

Professional Growth encompasses all activities designed to develop teachers and support staff. The emphasis on growth reflects our commitment to a sustained culture of continual professional learning.

Professional Growth is organised around three core strands across each half term:

- Subject Learning Communities (SLCs)
- Whole School Coaching
- Disciplined Inquiry

▼ HALF TERM OVERVIEW

1 Main Hall Briefing
Subject Learning Community: Curriculum Preview

2 Whole School Coaching: Powerful Routines
Focus Five Learning Review

3 Main Hall Briefing
Subject Learning Community: Adaptive Expertise

4 Whole School Coaching: 100% Participation
Focus Five Learning Review

5 Main Hall Briefing
Subject Learning Community: Curriculum Review

6 Main Hall Briefing
Disciplined Inquiry

WHOLE SCHOOL COACHING

Whole School Coaching brings together cross-subject groups to rehearse and refine core practices.

The focus is on:

- Powerful Routines - establishing calm, predictable classrooms (e.g. Do Now, Partner Talk).
- 100% Participation - ensuring every pupil is actively engaged in their learning.

Sessions use deliberate practice and shared scenarios to strengthen consistency and inclusive practice across classrooms.

I have found the new staff induction at Greenshaw incredibly useful, bespoke and well designed. Through this, I have been able to quickly understand and implement the systems and processes which so effectively mean teachers can focus on delivering the best possible learning experience for all students.

Tom Beecham, Head of Science



SUBJECT LEARNING COMMUNITIES (SLCs)

SLCs strengthen subject knowledge, curriculum understanding and subject-specific pedagogy. Each half term begins with a Curriculum Preview, where KS3 coordinators use Teacher Knowledge Organisers to secure shared clarity about upcoming content and sequencing. At the end of the half term, a Curriculum Review evaluates impact on pupil learning, drawing on assessment data and pupil learning in books. Particular attention is given to the progress of our most vulnerable pupils (the Focus Five).

Once per half term, SLCs focus on developing Adaptive Expertise, aligned to Department Development Plan priorities. These sessions are supported by the expertise of the Research School, ensuring sessions are aligned with the evidence around effective professional development.



DISCIPLINED INQUIRY

Disciplined Inquiry provides structured opportunities for deeper professional development. Staff engage in themed pathways (e.g. leadership, assessment) or bespoke inquiry projects, delivered through internal or external programmes. It also supports induction, ensuring key professional themes remain consistent year on year.

THEME	OBJECTIVE/OVERVIEW	MODE OF DELIVERY
Addressing Disadvantage	How can we understand and address educational disadvantage in order to improve student outcomes?	Online modules/Independent study
Powerful Learning	How should we plan and deliver lessons to support long term learning?	Online modules/Independent study
Understanding Assessment	How can we use different types of assessment effectively to support learning?	Online independent study (external provider)
Disciplinary Literacy	How can we improve pupils' reading and 'habits of thinking' in our separate disciplines?	Structured independent study
Individual Inquiry	A small-scale inquiry/research project based on an area of your own interest	Independent study
Leading Others (NPQ)	Time towards completion of an NPQ (National Professional Qualification)	Independent study (9 hours towards completion of programme)
Supporting SEND Pupils	How can we better understand and support SEND pupils in our classrooms?	Online modules/Independent study
Improving Academic Writing	How can we improve pupils' extended academic writing in our different subject disciplines?	Online modules/Independent study

A young girl with curly hair, wearing a school uniform, is smiling and raising her hand in a classroom. The background is slightly blurred, showing other students and a classroom setting. The overall tone is positive and educational.

INCLUSION BY DESIGN

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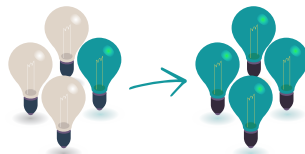
INCLUSION BY DESIGN

OUR INCLUSIVE BY DESIGN FRAMEWORK IS BUILT ON A CORE PRINCIPLE THAT **EVERY PUPIL** CAN SUCCEED WHEN TEACHING IS STRUCTURED, INCLUSIVE AND RESPONSIVE.

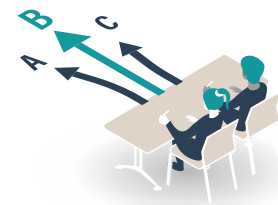
It is organised around three connected strands (Powerful Routines, 100% Participation and Adaptive Expertise) which work together to remove barriers and secure ambitious learning for all our pupils.



Powerful Routines



100% Participation



Adaptive Expertise

The CPD programme at Greenshaw has developed me both as a teacher and a leader. I've appreciated the mix of in-house support and opportunities to grow through qualifications like NPQs.

Charlie Johnson, Raising Standards Leader

POWERFUL ROUTINES

POWERFUL ROUTINES SO THAT ALL PUPILS MEET HIGH EXPECTATIONS AND LEARN PURPOSEFULLY

Powerful Routines create calm, predictable and purposeful classrooms. Shared practices such as Threshold, Show Me, Tutor Reading, Daily Check-In and Call and Connect clarify expectations and reduce uncertainty.

Because they are used consistently across the school by all teachers, pupils experience coherence from lesson to lesson. This consistency particularly supports those pupils who benefit from structure and stability.

Powerful Routines ensure that high standards are collective, not dependent on individuals.



100% PARTICIPATION

100% PARTICIPATION SO ALL PUPILS ARE ACTIVELY INVOLVED IN THEIR LEARNING AND FEEL INCLUDED.

100% Participation ensures that every pupil is both actively processing the learning and actively involved as a learner.

Participation is both cognitive and social. Pupils are expected to think, articulate and refine their understanding, and made to feel welcomed, safe and included as they do so.

Strategies such as Wait Time Plus, Connect Before Correct, Narrate That and Make the Weather strengthen academic engagement while also supporting de-escalation, co-regulation and positive classroom climate.

No pupil is passive, peripheral or invisible in our classrooms.

'Working with the Research School has allowed me to develop my understanding of effective feedback strategies, ensuring students now have concrete steps to act upon to move their learning closer towards the desired outcome.'

Ricky Cooksey, KS4 English Coordinator



ADAPTIVE EXPERTISE

ADAPTIVE EXPERTISE FOCUSES ON NOTICING, DIAGNOSING AND RESPONDING TO PUPILS' BARRIERS TO LEARNING IN REAL TIME.

Teachers are expected to identify misconceptions, gaps in knowledge and moments of pupil dysregulation, and to adapt deliberately without lowering ambition.

Strategies such as Set the Scene, Model It All, My Turn, Your Turn and Hunting Not Fishing strengthen teaching and formative assessment. There is also a strong emphasis on disciplinary literacy so pupils can access ambitious content across subjects.

Adaptive Expertise ensures challenge remains high while support is precise and targeted.

The school takes a proactive approach to managing teacher workload through a range of centralised systems. Shared booklets are used across all classes, and homework is prepared centrally before being adapted for individual class abilities.

Diogo Lopes, KS3 Science Coordinator



RESEARCH SCHOOL

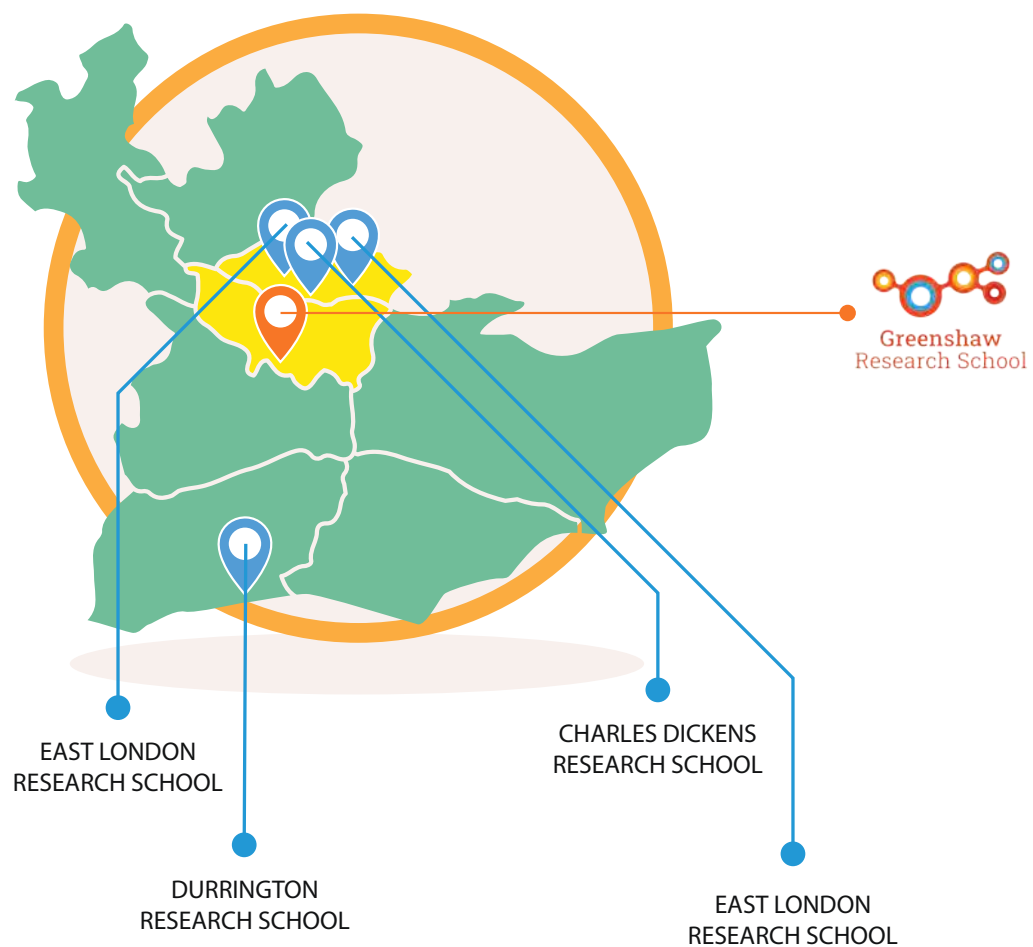


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GREENSHAW RESEARCH SCHOOL

Greenshaw Research School is one of 33 EEF-funded Research Schools across the country, working with schools and system leaders to improve outcomes for pupils, particularly those from disadvantaged backgrounds.

Our Research School works with teachers and leaders across London and the South East. We currently lead a partnership with Enfield primary and secondary schools focused on improving reading outcomes for KS2-KS3 pupils.



WHAT THE RESEARCH SCHOOL BRINGS US

HIGH-QUALITY PROFESSIONAL DEVELOPMENT

Our Research School regularly delivers training for teachers and leaders on areas such as secondary reading, effective professional development, metacognition and implementation.

PROFESSIONAL NETWORKS

Being a Research School connects Greenshaw with a wide network of schools and system leaders. These partnerships strengthen professional dialogue and help our teachers and leaders continue to develop their expertise.

OPPORTUNITIES TO CONTRIBUTE BEYOND THE CLASSROOM

Many of our staff contribute to the work of the Research School. This provides opportunities to develop new professional skills, including leading training, writing blogs and contributing to regional partnerships.

INFLUENCE ON NATIONAL PRACTICE

As a Research School, Greenshaw contributes to national conversations about effective teaching and school improvement. Our staff regularly engage at conferences and events, helping to translate evidence into practical strategies that improve outcomes for socially and economically disadvantaged pupil

EVIDENCE-INFORMED PRACTICE

There is a strong culture of evidence-informed practice at Greenshaw. Research is used to shape classroom practice and guide school improvement.



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