

The Green Room School

Address: 4A Albert Street, Windsor, Berkshire, SL4 5BU

Unique reference number (URN): 141225

Inspection report: 30 June 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

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.
- **Insufficient evidence:** Inspectors were unable to gather sufficient evidence to judge whether safeguarding standards are met.

Inclusion**Exceptional** ●

Leaders have developed a school that is remarkably inclusive. They hold an unwavering belief that all pupils are highly capable and can achieve exceptionally well. All pupils have education, health and care plans and many have been out of school for significant periods of time. They often face multiple barriers to learning and wellbeing. Leaders' clear, well-embedded transition processes enable staff to know pupils deeply. Purposeful discussions with families, previous settings and external professionals give leaders a comprehensive understanding of each pupil's needs. This includes pupils' social, emotional and mental health needs, as well as gaps in their learning.

Staff use the school's insight into pupils' needs to provide targeted, highly effective support that makes a demonstrable difference to pupils' learning and progress. Expert training means that staff adapt teaching deftly to match pupils' wide-ranging needs, allowing pupils to participate during lessons with confidence. Staff monitor pupils' changing circumstances rigorously and adjust provision swiftly so that support remains sharply focused and very effective. Pupils build strong, trusting relationships with staff and learn in carefully considered spaces that help them to feel safe, settled and ready to learn. These specialised, individualised approaches enhance each pupil's future life chances significantly.

The school shares its expertise widely, working with other schools, external agencies and local business partners to strengthen inclusion across the locality. When needed, leaders use alternative provision in pupils' best interests to support learning and personal development.

Personal development and wellbeing**Exceptional** ●

Provision for pupils' personal development is extremely impressive. Leaders have created a highly personalised and holistic approach that supports pupils exceptionally well. Pupils' independence, self confidence and readiness to take on new challenges grow rapidly. The school's 'ROCCIT' competencies underpin this work, helping pupils develop 'resilience, organisation, communication, community, initiative and teamwork'.

The ambitious personal, social, health and economic education curriculum is aligned very closely to pupils' needs. Pupils develop a deep understanding of the knowledge and skills they need to lead healthy, fulfilling lives. Preparation for adulthood is central to the curriculum. They learn how to travel independently, manage money, prepare meals and look after themselves. They gain detailed knowledge of how to stay safe, form healthy relationships and understand consent and misogyny. Pupils learn about right and wrong, understand the rule of law and show high levels of respect for others. They know what it means to live in modern Britain.

Pastoral care is a significant strength. Staff understand each pupil deeply and use this knowledge to build confidence, belonging and self esteem from the moment pupils arrive. Many pupils join with substantial barriers or difficult previous experiences, yet they quickly feel safe, valued and understood.

Leaders are determined for pupils to have experiences, aspirations and a future that they may once have thought was not possible. Pupils discover new talents through cookery, yoga, chess, gardening and playing the ukulele. An extensive range of trips develop pupils' awe and wonder, extending their horizons through cultural visits, outdoor challenges and international travel. Clubs such as art, film, yoga and chess deepen pupils' interests further. The school's camping festival strengthens pupils' sense of community and responsibility, with leaders' careful planning ensuring that all pupils feel secure and able to take part.

Careers education and guidance is excellent. Pupils value high-quality, work-related learning and enterprise opportunities that prepare them exceptionally well for their next steps.

Post-16 provision

Exceptional ●

Leaders have designed a superb post-16 curriculum that offers a well-judged balance of academic study, vocational learning and life-skills teaching. Students face significant barriers to learning, yet leaders ensure that these do not limit achievement. Students quickly develop a strong sense of belonging. Many are inspired by their studies and progress to apprenticeships, further education and careers that reflect their ambitions.

Students achieve exceptionally well because teaching is precise and responsive. They make rapid progress in mathematics and English because staff assess starting points accurately and place them on the most suitable qualification pathway. Students also study a wide range of subjects through the school's nationally accredited qualification, 'The Green Room Baccalaureate'. This strengthens achievement by recognising academic, emotional and social development and building essential communication and life skills. The 'Preparing for Adulthood' programme provides clear and appropriate guidance on relationships, consent and staying safe.

Preparation for next steps is impressive. Work experience and enterprise learning are threaded through the curriculum. This includes 'EPIC Thursday', when students open the pub that houses this phase of the school to the public. They gain invaluable real-world experience in hospitality, marketing and site operations, in a genuine commercial environment. Students also take part in a wide range of activities beyond their courses. Clubs, visits and community projects help them to build their social skills and broaden their interests.

Strong standard ●

Achievement

Strong standard ●

Pupils achieve extremely well from their individual starting points. Most pupils join the school with significant gaps in their education and often have negative views of learning. The school improves this situation quickly. Pupils close their knowledge gaps and develop the essential literacy and numeracy skills they need to succeed. They build detailed knowledge across subjects and produce high-quality work.

Pupils acquire a range of nationally recognised qualifications, including GCSEs and other vocational qualifications. Students in the post-16 provision achieve the nationally accredited 'The Green Room Baccalaureate'. Leaders recognise that pupils' achievements take many forms. By the time they leave, pupils have the qualifications, skills and self belief they need for their next steps. They are extremely well prepared for the future.

Attendance and behaviour

Strong standard 

Prior to joining the school, most pupils have not attended education for extended periods. Leaders work closely with pupils, parents and carers, and external professionals to identify any barriers to learning and wellbeing that reduced pupils' attendance previously. Establishing a firm sense of belonging from the outset leads to marked improvements in pupils' attendance. Pupils understand the importance of attending often and value the support they receive. When pupils struggle with attendance, the school's work to help them improve is swift and has a positive impact.

Leaders set clear and consistent expectations for behaviour. Pupils meet these very well because they know exactly what is required. Staff are very skilled at helping pupils to manage challenges and make positive choices. If pupils struggle, staff act promptly to help them settle and re-engage. This creates a calm, welcoming and respectful environment. Staff model positive behaviour and build trusting relationships. These relationships help pupils feel safe, valued and well supported. There are some striking examples of the school's positive work to build pupils' confidence and their willingness to engage with learning. Social times are calm, safe and purposeful. Bullying and discrimination are not tolerated. Staff deal with incidents quickly and effectively.

Curriculum and teaching

Strong standard 

Leaders have designed a highly ambitious and innovative curriculum. It is focused precisely on enabling pupils with special educational needs and/or disabilities to achieve extremely well. Leaders review the curriculum continually, refining content in response to pupils' emerging needs so that it remains impactful and effective.

Teaching is highly effective. Staff use questioning skilfully to probe and extend pupils' understanding. High-quality training allows staff to tailor teaching meticulously to each pupil's needs. Staff check pupils' understanding carefully. They know pupils very thoroughly and adjust teaching approaches thoughtfully so that new gaps or misconceptions do not develop.

Many pupils join the school with substantial gaps in their learning, particularly in reading, writing and mathematics. Staff act with purpose to rebuild these foundations. They teach these core skills deliberately and consistently, weaving them through every subject so that pupils practise and apply them often. This approach strengthens pupils' language and communication, helping them to develop secure vocabulary and communicate with growing confidence. Skilled staff provide precise, targeted support for pupils who find reading difficult, using well-matched texts that help pupils experience success and build fluency.

The proprietor provides clear, purposeful direction for the school. Their unwavering determination and moral purpose set the tone for leaders' work. High expectations shape every aspect of school life. Leaders and staff model these expectations consistently. Leaders act decisively to secure the very best learning experiences for pupils. They work with focus to remove barriers to pupils' learning and wellbeing. This is having a significantly positive impact on the quality of the provision for all pupils.

Leaders know the school extremely well. Close monitoring gives them a precise understanding of its strengths. They take precise, well-judged actions that consistently strengthen the offer.

Staff benefit from an extremely well-crafted programme of professional learning. This ensures that they continue to build and refine their skills and expertise. Staff work very well together in a highly supportive environment. They value the thoughtful way that leaders manage workload and prioritise wellbeing. Parents and carers are incredibly positive about the school. Many say it has 'transformed' their children's lives.

The proprietor is extremely effective. They have substantial professional expertise and apply it with diligence. The proprietor holds leaders to account with a rigorous and well-judged balance of support and challenge. Resources are directed carefully to strengthen pupils' learning and wellbeing. As a result, all the independent school standards are met securely and consistently.

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

Attending The Green Room School is a life changing experience for its pupils. It provides an inspirational, safe and nurturing environment in which they can thrive. Pupils feel a deep sense of belonging in this highly inclusive community. Skilled and caring staff maintain consistently positive, trusting relationships with pupils. This makes a significant contribution to pupils' personal development and wellbeing because many have struggled to engage previously with education. Most parents and carers feel that this school has been 'transformational' for their children.

Expert staff maintain exceptionally high ambitions for all pupils. Every pupil benefits from a rich, broad learning experience. Staff know pupils incredibly well. This allows them to tailor support extremely effectively so that barriers to pupils' learning and wellbeing are removed.

The school enriches pupils' lives through a highly aspirational curriculum. Pupils demonstrate positive attitudes towards learning. They pay close attention to their teachers and like to share their ideas. Consistently high-quality teaching equips pupils with the knowledge and skills that they need to flourish. As a result, they achieve very well from their individual starting points. Pupils are extremely well prepared for their next steps.

Behaviour expectations are extremely high. Pupils feel safe and conduct themselves with maturity. They form positive relationships with one another. Pupils are helped and supported

very effectively to manage and regulate their behaviour. Any concerns are addressed promptly and resolved effectively, including any worries about bullying or discrimination.

Pupils' personal development is woven into every aspect of school life. They build and demonstrate confidence, resilience, independence and teamwork during their time at school. Pupils enjoy supporting others and take great pride in their roles as ambassadors for the school's values of kindness, curiosity and change. These leadership opportunities, along with eco-ambassador roles, give pupils a voice and a real sense of purpose. They demonstrate a strong social and moral understanding that will stand them in very good stead in the future.

Next steps

- Leaders and those responsible for governance should sustain the effectiveness of their work in all areas. They should seek continued improvement, focused firmly on the transformational impact that the provision has on all pupils who attend the school.
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About this inspection

The proprietor is The Green Room Foundation Ltd.

The chair of the proprietor body is Peter Rawling. The chief executive officer (CEO) is Richard Allen.

The fees currently charged are £32,325 to £41,550.

The school's email address is info@thegreenroomschool.com.

Inspectors carried out this standard inspection under section 109(1) and (2) of the Education and Skills Act 2008, and checked the school's compliance with the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014

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

During the inspection, inspectors spoke with the headteacher, the head of college for the post-16 provision, the CEO, other senior leaders and representatives from the proprietor body, including the chair of the proprietor body. Inspectors also spoke with staff and pupils, a provider of alternative provision and a representative of a local authority.

The inspectors confirmed the following information about the school:

The school also has an additional site for its post-16 provision, known as The Green Room College, that is situated in a working pub. The address for this site is The Swan, Clewer, 9 Mill Lane, Windsor SL4 5JG.

This is a special school catering for pupils with special educational needs and/or disabilities. The vast majority of pupils have a diagnosis where the primary need is autism. Many of the pupils who attend here have either been unable to attend mainstream schools or have been out of education for a considerable amount of time. All pupils at the school have an education, health and care plan and their places are funded by a local authority.

The school currently uses 2 unregistered alternative provisions.

The head of college is Ashley Sheehan.

Headteacher: Callum Flanagan

Independent school standards

Independent school standards are either met or not met for each category.

1. Quality of education provided	Standards met
All standards have been met.	
2. Spiritual, moral, social and cultural development of pupils	Standards met
All standards have been met.	
3. Welfare, health and safety of pupils	Standards met
All standards have been met.	
4. Suitability of staff, supply staff, and proprietors	Standards met
All standards have been met.	
5. Premises of and accommodation at schools	Standards met

All standards have been met.

6. Provision of information

Standards met

All standards have been met.

7. Manner in which complaints are handled

Standards met

All standards have been met.

8. Quality of leadership in and management of schools

Standards met

All standards have been met.

Lead inspector:

Louise Walker, His Majesty's Inspector

Team inspector:

Louise Ling, Ofsted Inspector

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

 This data is from 30 June 2026

Total pupils

55

School capacity

65

Pupils with special educational needs (SEN) support

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.

Insufficient evidence

Inspectors were unable to gather reliable enough evidence to grade an evaluation area. This is rare and normally only happens if there are no pupils on roll at the school.

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