

Inspection of Ash Green School

Ash Green Lane, Ash Green, Coventry, West Midlands CV7 9AH

Inspection dates:	25 and 26 March 2025
The quality of education	Requires improvement
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Sixth-form provision	Good
Previous inspection grade	Inadequate

The principal of this school is Fuzel Choudhury. This school is part of Creative Education Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Marc Jordan, and overseen by a board of trustees, chaired by Abbie Rumbold.

What is it like to attend this school?

Ash Green School has a clear inclusive ethos that promotes tolerance and respect for others. This ethos is realised through high expectations of all pupils. Staff place pupils at the heart of all decisions they make. Pupils learn the renewed curriculum well. However, some pupils, especially older ones, continue to have gaps in their learning and do not achieve as well as they could. This is evident in the outcomes they have secured in national assessments.

Pupils feel safe and happy and they are. The school atmosphere is calm and orderly. Most lessons are free from disruption. There are positive relationships between staff and pupils. Staff take time to get to know pupils. Pupils know there is an adult they can speak to about any issues or concerns they may have.

The school supports pupils' personal development well. Pupils learn valuable life lessons such as how to keep themselves safe, including online. They enjoy many opportunities to extend their learning outside of the classroom. Pupils develop their own interests and talents through a range of clubs and visits, which more pupils now attend. This includes a hair and beauty club, fishing and visits to the Houses of Parliament.

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

The school has put in place an ambitious curriculum so that learning in each subject follows a logical order. This means that pupils now make links between previous topics and what they are currently learning. As a result, pupils now learn more and remember more. The school has recently introduced several strategies to improve how staff should teach the curriculum. While these are beginning to have a positive impact, this is not yet consistent. As a result, variability in the implementation of the curriculum persists.

Staff focus on checking what pupils can do before moving on to new content. They make adaptations to learning to meet pupils' needs. However, where these checks are less effective, gaps in pupils' knowledge are not addressed swiftly enough. When this happens, pupils' learning slows.

The school focuses on meeting the needs of pupils. Those with special educational needs and/or disabilities (SEND) and disadvantaged pupils are prioritised in lessons. Staff are trained on how to adapt their teaching and, as a result, most pupils with SEND receive the support they need in lessons. Staff use the 'well-worn path' approach to develop disadvantaged pupils' learning of content in lessons. These, combined with effective interventions outside of lessons, are supporting vulnerable pupils to overcome their learning barriers.

Reading is a priority. Staff routinely check pupils' reading ability and put in place effective support when this is needed. Pupils who struggle with reading catch up quickly because of this.

Most pupils meet the school's high expectations for behaviour and attendance. Pupils are regularly rewarded from the on-site 'Reward Shop'. This is helping to develop a positive school culture. Staff address any disruption in lessons quickly and efficiently so that learning is not affected. However, there remains a small number of pupils who find it difficult to meet these high expectations. When this happens, pupils are removed from lessons and miss valuable learning time. The school understands the barriers some pupils face in attending regularly. There are robust and effective processes in place to address this. Consequently, more pupils now attend regularly.

Students in sixth form are well supported. They speak positively about being in the school and their 'seven-year journey' approach to learning. Students appreciate the professional relationships they have with staff. Staff know students well and provide resources that are suitably matched to their individual needs. Most students are well prepared for their next stage in life.

Leaders and staff, supported by governors and the trust, have created a culture that is open and respectful. Pupils say that there is a clear sense of community. This is supported through a well-structured personal, social and health education (PSHE) curriculum that allows pupils to be fully prepared for life in the wider community. The tutor programme is suitably supported by assemblies and enrichment opportunities. Pupils enjoy activities such as the Duke of Edinburgh's Award, 'STEM team' and eco-committee. The school helps pupils to make informed choices about their future through impartial careers guidance. Pupils are aware of different pathways that are open to them and are well supported with making the right future career choices.

Staff take pride in working here and say that they are well supported by leaders. They state that their well-being is as important as that of the pupils. The school has invested in professional development to the benefit of the pupils. This has led to significant improvements to behaviour and attendance. The positive changes at the school are also welcomed by most parents. Trustees and governors know what is working and what is not. They take decisive action when any issues are identified.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some staff do not consistently deliver the curriculum as the school intends. As a result, the curriculum is not yet sustainably improving pupils' achievements, especially for disadvantaged pupils. The school should ensure that staff have received the support they need to deliver the curriculum equally well so that pupils build the knowledge they need across the curriculum.

- Some staff do not use assessment effectively. They do not check what pupils remember before moving on to new learning. As a result, some pupils struggle to build their knowledge well over time. The school needs to ensure that staff use assessment effectively in order to check what pupils know and remember across all subjects.
- There are a small number of pupils who find it challenging to meet leaders' high behaviour expectations. Some of these pupils are then removed from lessons and miss valuable learning time. The school should ensure that staff are supported effectively to implement the school's high expectations and behaviour policy.

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.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	137781
Local authority	Warwickshire
Inspection number	10322831
Type of school	Secondary
School category	Academy sponsor-led
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	911
Number on roll in the sixth form	77
Appropriate authority	Board of trustees
Chair of Trust	Abbie Rumbold
CEO of the trust	Marc Jordan
Principal	Fuzel Choudhury
Website	www.ashgreenschool.org.uk
Date of previous inspection	31 January 2024, under section 8 of the Education Act 2005

Information about this school

- Ash Green School is part of Creative Education Trust.
- The principal and several senior staff have joined the school since the previous inspection.
- The school uses three unregistered alternative provisions.
- 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.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

In accordance with section 13(5) of the Education Act 2005, His Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the third routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the principal, vice principals, assistant principals and other senior leaders. The lead inspector held a meeting with the local governing body. A telephone conversation was held with representatives from the multi-academy trust including the trust's chair of safeguarding. Inspectors met with curriculum leaders, early career teachers and teaching staff.
- Inspectors carried out deep dives in these subjects: English, mathematics, science and art & design. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also discussed the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors observed pupils' behaviour and interactions during lessons and at break and lunchtimes and spoke to many pupils during the inspection.
- Inspectors took account of the parent 'free-text' comments and the responses to the online survey, Ofsted's Parent View. Inspectors also considered the responses to the online pupil and staff surveys.

Inspection team

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