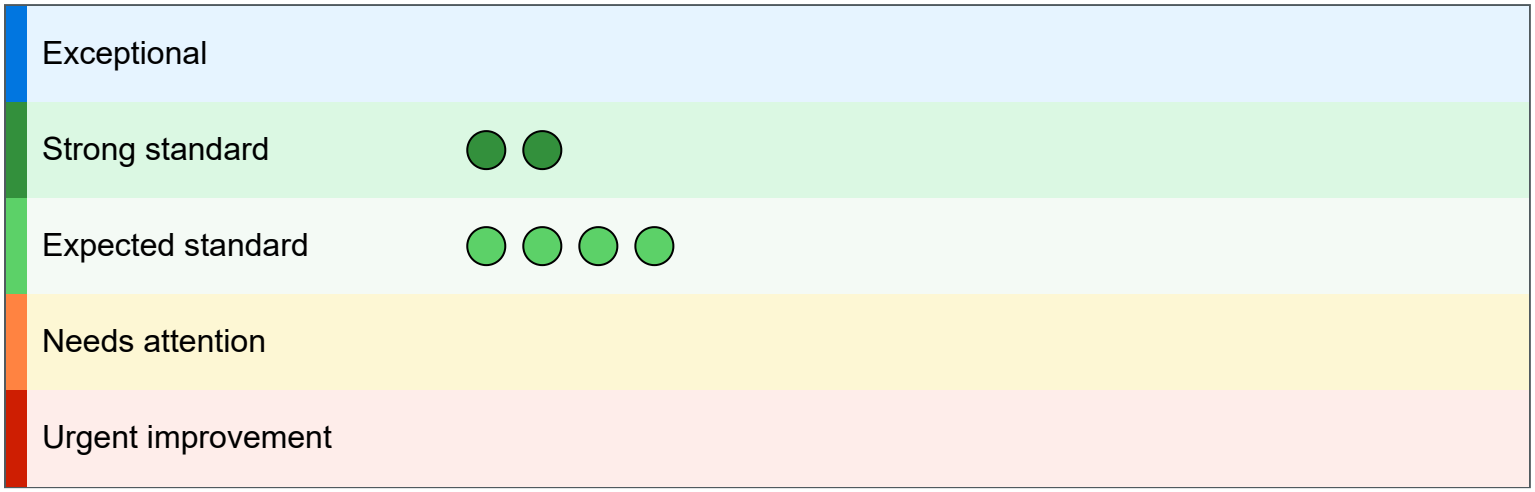
Greenbank High School

Address: Hastings Road, Southport, Merseyside, PR8 2LT

Unique reference number (URN): 137604

Inspection report: 20 October 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.

Strong standard

Inclusion

Strong standard

Leaders are relentless in their identification of pupils who may need further support with their wellbeing or learning. This includes pre-emptive work with external professionals to make sure that staff have a deep understanding of how to identify any obstacles early. Staff know pupils very well. Recently, leaders have further strengthened the help in place for pupils with special educational needs and/or disabilities. These pupils receive consistently high-quality support in lessons and in other aspects of school life. Consequently, they are increasingly achieving their individual learning goals and making secure progress from their starting points. This is also the case for young carers and those known, or previously known, to social care.

Support for disadvantaged pupils is very effective. Leaders use additional funding, such as the pupil premium grant, to eradicate any financial barriers that disadvantaged pupils may have. This includes access to trips and additional resources. Leaders robustly monitor the impact of these actions and make careful adjustments where needed.

Leaders have reduced the number of pupils who attend alternative provision. For the small number of pupils who do access this service, the effective support is in place. This means that leaders continue to liaise with pupils, their families and providers to review and refine the help in place. This helps pupils to remain part of the school community.

Personal development and wellbeing

Strong standard

Leaders have carefully curated a highly effective programme for personal development. They make sure that pupils successfully build their knowledge as they move through the personal, social, health and economic curriculum. This means pupils have an in-depth understanding of how to become a model citizen, including how to keep themselves safe online and in the real world and how to manage their finances. Pupils develop a secure understanding of fundamental British values, including democracy, individual liberty, mutual respect and tolerance.

The support for pupils' wellbeing is commendable, it is the jewel in the crown here. Young carers thrive here due to the care and guidance they receive. Leaders have been creative with their solutions to help pupils to navigate traumatic waters. Within this offer, there are numerous opportunities to work with a range of external therapeutic services, including art and play therapy. Many pupils benefit from the 'angels' peer support services. This, coupled with the peer 'listening service', helps pupils to feel safe and heard. Additionally, this support fosters confidence and leadership in the pupils who support others.

Pupils value the vast array of opportunities to develop their interests. From the very popular crochet club to chess, there is something for everyone. Leaders make sure everyone is involved. To this end, all pupils are gifted an instrument when they join the school to allow them to participate in the 'Big Band' performance. For many pupils, including those who are disadvantaged, this sparks their love of music and the arts. This is further complemented by the thriving house system. This system is aligned to strong female role models to help the girls to aspire to greatness.

The careers programme is rigorous and individualised. Leaders and skilled staff make sure that pupils, including those known, or previously known, to social care receive the right guidance to follow their chosen pathway into education, employment or training when they leave the school gates.

Expected standard

Achievement

Expected standard

Over time, pupils have achieved well from their starting points. This includes pupils with special educational needs and/or disabilities. Typically, pupils attain in line with their peers nationally in national examinations at the end of key stage 4, including those who are disadvantaged. Within this picture, pupils achieve particularly well in some subject areas, including English and humanities. This success is mirrored in the standard of work that pupils produce in lessons. However, some pupils have gaps in their knowledge that are not always identified and addressed quickly enough.

The effective support in place for those who may have gaps in their learning has been particularly helpful for pupils who previously found reading difficult. These pupils successfully catch up and develop appropriate fluency and comprehension. Some pupils who need support to develop their writing and numeracy skills continue to have gaps in their learning.

Increasingly, due to the consistent support and guidance they receive, pupils are well prepared to take the next step in their journey to adulthood.

Attendance and behaviour

Expected standard

In the main, pupils attend school regularly. The rates of attendance are in line with national averages, including for disadvantaged pupils and those with special educational needs and/or disabilities. These rates are steadily improving, including for pupils who are persistently absent from school. This is because leaders provide tailored support for these pupils, including working with external professionals where appropriate. Leaders' work to improve the sense of belonging for pupils is having a positive impact on those who may otherwise find it difficult to attend school every day.

Pupils behave with kindness, courtesy and integrity. They are encouraged to explore and celebrate their personality and individuality. Lessons are tranquil havens where pupils can fully focus on their learning, and they do. This means pupils give their peers the best chance to achieve their learning goals. Bullying of any kind is not tolerated here. Leaders have systems in place to identify pupils who may otherwise find it difficult to meet leaders' high expectations. They provide effective personalised help for these pupils, using the wide range of support mechanisms in school and beyond. Consequently, the rates of suspensions and exclusions, although already low, continue to improve.

Curriculum and teaching

Expected standard

Leaders have embedded a highly ambitious curriculum. They regularly review this and make adaptations to ensure that it meets pupils' needs, including those with special educational needs and/or disabilities. Across all subjects and year groups, there is clarity on what pupils should learn.

Teachers have high levels of subject expertise. They skilfully use this knowledge to break down complex concepts for pupils in lessons. Teachers regularly check what pupils know and can do. However, assessment information does not consistently identify gaps in pupils' learning. Where gaps are identified, sometimes teachers do not adapt teaching effectively to help pupils catch up with missed learning. The high-quality programme for professional learning is closely linked to leaders' understanding of school priorities. Staff particularly appreciate 'Teach and Toast' drop-in sessions, allowing them to collaborate with colleagues and refine their practice.

Leaders have successfully embedded processes to identify pupils who may need support with their reading. These pupils receive timely and impactful support to catch up. These systems are newer for those who may find writing or number skills difficult.

Leadership and governance

Expected standard

Leaders, including trust leaders, are clear about what they want pupils to achieve. They lead with kindness, are ambitious and truly want the best for them. In recent years, leaders have focused on ensuring that pupils have the highest level of support for their emotional wellbeing. This has been highly impactful, ensuring that pupils learn in a supportive environment where they can flourish. Generally, leaders take the right actions at the right time to make improvements. For example, over time leaders have made steady gains in attendance. They have also made changes to enhance the support for pupils with special educational needs and/or disabilities and those who are disadvantaged. That said, at times, they do not precisely evaluate the impact of the actions they take.

Staff contribute fully to school life to make sure the school is the beating heart of the community. They are immensely proud to support pupils to become confident, resilient and thoughtful young women. Staff value leaders' actions to improve staff's workload and wellbeing. They also appreciate the professional learning programme in place, which helps them to develop their practice. Parents and carers and the wider community play their part in improving pupils' wellbeing. They recognise the immense challenges pupils and staff have faced, and they appreciate the support their children receive.

Those responsible for governance fulfil their statutory duties. They share leaders' understanding of what is going well and their ambition to make improvements to how well pupils achieve.

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

Pupils come to school with a spring in their step. They know they will be welcomed warmly to this safe haven by caring staff. Some pupils have endured significant trauma. These pupils and their families greatly appreciate that staff go above and beyond to make sure that pupils feel safe and loved in school. Pupils know how to keep themselves safe from harm. For instance, they have a deep understanding of the importance of healthy relationships, including how to spot signs of abuse. Pupils also know about the risks of living by the coast and how to mitigate the dangers of swimming in the sea. This reflects the relentless focus leaders have on making sure school is a sanctuary for everyone. Staff deal with any incidents of unkindness or bullying promptly and robustly.

Everyone is equal at Greenbank. Pupils have great respect for one another. This respect is highlighted in the positive and tranquil learning environments throughout the school where pupils support each other to strive to be the best versions of themselves. This includes pupils who may have barriers to learning or wellbeing, such as those with special educational needs and/or disabilities. Pupils attend regularly and achieve success in national examinations at the end of key stage 4. During social times, pupils spend time enjoying their friendships and developing their character. Many pupils use this time to visit one of the clubs on offer, such as library club, film club or Greenbank voices.

Pupils are encouraged to shape their own futures. From Year 7 onwards, they make important decisions about school life. For instance, recently pupils voted on their uniform choices in school. Many pupils go on residential trips and work towards the Duke of Edinburgh's Award. These opportunities help to broaden pupils' horizons and successfully prepare them for adult life.

Next steps

- Leaders should ensure that teachers consistently check what pupils know. They should use this information to make sure all pupils achieve their academic potential.
- Leaders should further strengthen the systems in place to support effectively pupils who need help to develop their writing or number skills.
- Leaders should continue to refine the processes in place to evaluate the impact of their actions, to drive improvements across all areas.

About this inspection

This school is part of Southport Learning 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), Ian Raikes, and overseen by a board of trustees, chaired by Stuart Bellerby.

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

This inspection took place on 20 and 21 October 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, the CEO, trust leaders, the chair of the trust and members of the local governing body, including the chair, during the inspection.

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 inspectors confirmed the following information about the school:

The school currently makes use of 5 alternative provisions, including 4 that are unregistered.

Headteacher: Davina Aspinall

Lead inspector:
Helen Fowler, His Majesty's Inspector

Team inspectors:
Dympna Woods, Ofsted Inspector
Kevin Sexton, Ofsted Inspector
Scott Maclean, Ofsted Inspector
Gerard Preston, 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 20 October 2026

School and pupil context

Total pupils

1,025
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

1,030
Close to 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)

21.46%
Below 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

2.34%
Below 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

17.37%
Above average

What does this mean?

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

National average: 14.0%

Location deprivation

Well below 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)	50.5%	45.4%	Close to average
2023/24 (final)	52.3%	45.9%	Close to average
2022/23 (final)	56.9%	45.3%	Above

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)	50.6	46.1	Close to average
2023/24 (final)	50.0	45.9	Close to average
2022/23 (final)	53.9	46.3	Above

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)	0.04	-0.03	Close to average
2022/23 (final)	0.36	-0.03	Above
2021/22 (final)	0.02	-0.03	Close to average

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)	31.6%	25.8%	Close to average
2023/24 (final)	37.0%	25.8%	Above
2022/23 (final)	25.8%	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)	36.6	34.9	Close to average
2023/24 (final)	42.8	34.6	Above
2022/23 (final)	39.2	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)	-0.49	-0.57	Close to average
2022/23 (final)	-0.63	-0.57	Close to average
2021/22 (final)	-0.36	-0.55	Close to average

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)	31.6%	53.1%	-21.6 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	37.0%	53.1%	-16.1 pp
2022/23 (final)	25.8%	52.4%	-26.6 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)	36.6	50.4	-13.9
2023/24 (final)	42.8	50.0	-7.3
2022/23 (final)	39.2	50.3	-11.1

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)	-0.49	0.16	-0.65
2022/23 (final)	-0.63	0.17	-0.79
2021/22 (final)	-0.36	0.15	-0.51

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)	94%	92%	Average
2022 leavers (revised)	95%	93%	Average
2021 leavers (revised)	96%	94%	Average

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)	8.7%	7.8%	Close to average
2024/25 (3 term)	9.4%	8.4%	Close to average
2023/24 (3 term)	9.5%	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)	24.0%	21.5%	Close to average
2024/25 (3 term)	23.5%	23.4%	Close to average
2023/24 (3 term)	26.8%	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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