

Greenmead School

Address: 147 Beaumont Road, Southfields, London, SW19 6RY

Unique reference number (URN): 101099

Inspection report: 24 February 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.

Strong standard ●

Achievement

Strong standard ●

Pupils consistently make secure and positive progress from their individual starting points, which vary greatly and are often shaped by their needs. The work pupils complete, along with the records kept by staff and therapists, shows clear gains in communication, physical development, early thinking skills and social interaction and growing independence. Staff know what meaningful progress looks like for each pupil, and they create regular opportunities for pupils to practise and use new skills in real situations.

Pupil targets are clear and specific. Staff check them carefully to see how well pupils are moving forward. Reviews and records over time show pupils developing new communication methods, becoming more confident in different environments and managing more daily tasks for themselves. Therapists work directly with teachers so that achievements reflect the full range of skills pupils are learning. As a result, pupils gain the foundations they need for their next steps, both in school and in their wider lives.

Attendance and behaviour

Strong standard ●

Leaders and specialist staff work closely with families to support regular attendance, and this has a positive impact for most pupils. Many pupils have significant medical needs, and leaders understand how this affects attendance patterns over time. They make sure every absence is checked carefully. They work with health teams, social care and other professionals so pupils are supported and concerns are followed up promptly. For the small number of pupils whose attendance remains an ongoing concern, leaders take thoughtful and persistent action. Staff welcome pupils warmly each morning. Arrival routines help pupils to settle quickly and feel ready for the day.

Pupils behave with kindness towards each other and staff throughout the day because staff create a predictable, reassuring environment. Adults understand pupils' needs well and use simple, familiar strategies to support them, such as quiet spaces, sensory activities and visual prompts. This helps pupils to stay settled and feel comfortable. Pupils respond well to clear, consistent routines and routinely warm relationships. During shared activities, they take turns, listen to others and speak positively about their friends. When pupils become upset or overwhelmed, highly trained staff act quickly and thoughtfully, helping them recover without fuss. Leaders ensure that any worries about unkind behaviour are explored and resolved with care.

Curriculum and teaching

Strong standard ●

Leaders have designed a curriculum that is ambitious and well matched to pupils' needs and abilities. They have adapted a well-researched, evidence-based curriculum specifically designed to support pupils with special educational needs and/or disabilities. They evaluate and refine the curriculum carefully and with consideration for pupils' needs.

Spaces and resources in each classroom are set up to support pupils to have more opportunities to explore, practise their new skills and grow in independence. These are

carefully linked to themes or topics being explored in the curriculum and allow pupils to return to activities they enjoy, try things out at their own pace and build confidence within a structured, supportive environment.

Teaching consistently makes highly effective use of shared routines, such as 'good morning' sessions, sensory circuits and structured play, to build firm foundations for learning. Staff consistently model language clearly and use visual supports, symbols and assistive technology to help pupils build vocabulary and communication. Therapists work directly alongside teachers and support staff, which strengthens daily practice and ensures that the support pupils receive links closely to the curriculum.

For pupils who are ready, the school provides deliberate and carefully sequenced teaching of early literacy and mathematics. Teachers building strong foundations through meaningful experiences with skilful use of phonics, writing, stories, numbers and problem-solving.

Staff receive regular, targeted training, which helps them teach confidently and adapt lessons so all pupils can learn well.

Early years

Strong standard 

Children in the early years benefit from a warm, nurturing and carefully structured start to school. Specialist staff understand children's developmental needs well and use calm, consistent routines to help them feel safe and ready to learn. Interactions between adults and children are thoughtful and responsive. Staff notice children's early attempts to communicate and build their vocabulary. For example, they do this through simple, repeated language, songs, stories and play-based conversations using a range of communication options, such as eye contact, images, gestures and speaking.

The curriculum is designed around the early years areas of learning and is closely aligned with the school's wider pathways. It places communication and sensory development at the centre. Staff use a range of accessible approaches, such as objects, pressing buttons to pick options and picture cues, to help children express themselves and explore. Reading is prioritised through shared books, songs, early phonics where appropriate and inviting reading spaces that encourage children to look at books independently.

Carefully constructed continuous provision offers rich opportunities for exploration while supporting children's physical and sensory needs. Many children make notable gains in areas such as sitting, feeding, engaging with adults and tolerating new experiences. Staff work closely with therapists and parents and carers to understand each child's starting point and agree meaningful next steps.

Children leave the early years with increasing confidence, communication skills and independence, helping them move successfully into Year 1.

Inclusion

Strong standard 

Leaders have created a highly inclusive culture where the individual needs of pupils are understood in depth and met with care and skill. Specialist support staff identify pupils' needs early and work closely with therapists, nurses and external professionals to make

sure that pupils with special educational needs and/or disabilities (SEND), who may be disadvantaged, and those who require additional support from children's social care can attend safely and learn well. This close partnership working is effective, particularly where pupils have complex medical or communication needs.

Pupils' barriers to learning are reduced by adults through thoughtful adaptations in the classroom, around the school and in the community. These include, for example, accessible communication systems, structured visual supports and sensory approaches that help pupils take part in lessons and daily routines. Individualised curriculums and class pathways allow pupils to follow programmes that match their stage of development while being ambitious for pupil engagement and independence. Off-site activities and community visits are adapted so that all pupils can take part.

Staff receive regular training from a range of professionals. This helps them to adapt their approach with confidence for each pupil. Leaders carefully check the impact of interventions, using reviews and assessments to ensure that support is helping pupils make progress. Additional funding is used appropriately to strengthen targeted support, resources and equipment and to broaden opportunities for all pupils who face additional barriers to their learning or wellbeing.

Personal development and wellbeing

Strong standard ●

Leaders have created a thoughtful and wide-ranging programme that helps pupils grow in confidence, communication and independence. Staff expertly help pupils to understand themselves and others. They encourage pupils to make choices, express opinions and practise saying 'no' safely, which builds pupils' sense of control and dignity through whichever communication method suits them best. This is particularly important for pupils who have limited mobility, rely on adults for personal care or find communication difficult.

Pupils develop their social skills well. They take part in activities that promote teamwork, turn-taking and friendship, such as shared games, social play and the popular after-school clubs. During community visits, such as to the postbox, local shops or for litter-picking, pupils learn about their role in the wider community and begin to understand how they can contribute. Trips with sports, arts and culture partners broaden pupils' experiences further. These opportunities help pupils reflect on their place in the world, appreciate difference, take pleasure in new experiences and learn what they enjoy.

The personal development programme is carefully tailored so that learning about relationships, health and personal safety is meaningful for each pupil. Staff teach pupils in ways that match their developmental stage, whether that is understanding what their body needs, exploring physical or sound-based relaxation or building confidence in new environments. Teaching about online and offline safety is adjusted sensitively so pupils gain relevant, practical understanding.

Leaders place a strong emphasis on pupils' physical and emotional health. Swimming, sensory exploration, music, cycling and creative activities all support pupils' wellbeing and help them develop resilience. The clinical team plays a key role in this too. Therapists and nurses work with families and ensure that pupils' medical and feeding needs are supported

with care and expertise. This close partnership means pupils' needs are met in a joined-up way, helping even the most vulnerable pupils take part and thrive.

Expected standard

Leadership and governance

Expected standard 

Leaders understand the school's strengths well and are open and clear about the areas that need further improvement. Despite managing a long period of unusually high operational pressure, including challenges in nursing provision, staffing gaps, safeguarding demands and financial pressures, leaders have kept pupils safe and thriving. They have ensured that classroom practice remains calm, nurturing and highly effective. Leaders make decisions that put the needs of the most vulnerable pupils first, particularly those with significant medical or communication needs.

Leaders are ambitious for pupils and have pushed forward important curriculum developments even during difficult periods. Leaders at all levels have been supported to grow in confidence and expertise, which has led to improvements in teaching and in the design of the curriculum. Staff speak positively about the opportunities they receive for professional learning, including specialist training from therapists. Teachers in the early stages of their career and trainees are well supported by clear routines and skilled mentoring. Leaders prioritise staff workload.

Governance is committed and improving, but it has not yet reached the level of strategic oversight that the school needs. For the past 2 years, governance has been heavily focused on day-to-day challenges, which has limited their capacity to ensure that statutory policies are kept up to date and that monitoring systems are consistently robust. Governors recognise this and are taking action so that they can offer more effective support and challenge.

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

Pupils feel safe and well cared for at this school. Adults know pupils extremely well. They understand what each pupil needs to feel calm, settled and ready to learn. Pupils can explain who helps them when they feel worried, including their teachers, nurses, therapists and trusted friends. They also know how to keep themselves safe in different situations, in ways that make sense for them, such as staying indoors, drinking water or using equipment safely.

Classrooms are calm. There are predictable routines that support pupils to settle quickly. Pupils behave kindly because adults guide them patiently and help them understand what to do next. When pupils become upset or overwhelmed, staff step in quickly with simple, familiar strategies such as quiet spaces, sensory activities or a short break. Pupils say they are not worried about bullying, and staff take any concerns seriously and sort them out with care.

Pupils enjoy school. They take part in activities that match their interests and help them grow. Many enjoy football, card games such as 'snap', cooking, fidget toys and interactive whiteboard games. Others are proud of trying new activities, such as posting letters in the community, cycling in the local park or making a video to share with their family. These experiences help pupils build confidence, communication and independence. Pupils are offered a wide range of opportunities that help them to reflect on their place in the world, appreciate difference and take pleasure in new experiences.

Pupils achieve well from their own starting points. They learn important communication, social and life skills that help them take part in school life. Therapists work closely with teachers, which means pupils' needs are noticed quickly and support is well matched. Pupils form strong friendships and enjoy being part of a warm, inclusive school community. They are encouraged to try new things, celebrate their successes and feel proud of who they are.

Next steps

- Leaders should continue to strengthen the school's reporting structures to governors and governors' strategic capacity, specialist knowledge and expertise, including their understanding of statutory duties, so that they can provide consistent, well-informed challenge across all aspects of the school's work.
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About this inspection

The chair of the board of governors in this school is Keshav Bhojania.

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

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 chair of the governing board, the headteacher, deputy head teacher, middle leaders, the human resources manager, teachers and support staff as well as a representative from the local authority during the inspection.

Inspectors confirmed the following information about the school:

The school is a specialist setting where all pupils have special educational needs and/or disabilities. The school caters for pupils with multi-sensory impairment, physical disability, severe learning difficulties, profound and multiple learning difficulties, hearing and visual impairment, specific learning difficulties and social, emotional and mental health difficulties.

All pupils have an education, health and care plan.

The school does not use any alternative provision.

Lead inspector:

Una Buckley, His Majesty's Inspector

Team inspector:

Nell Nicholson, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 24 February 2026

School and pupil context

Total pupils

62

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.

School capacity

72

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.

Pupils eligible for free school meals (FSM)

50.00%

What does this mean?

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

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

98.39%

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.

Pupils with special educational needs (SEN) support

1.61%

What does this mean?

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

Location deprivation

Well 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).

Type of specialist provision (if applicable)

SpLD - Specific Learning Difficulty, VI - Visual Impairment, OTH - Other Difficulty/Disability, HI - Hearing Impairment, SEMH - Social, Emotional and Mental Health, MSI - Multi-Sensory Impairment, PD -

Physical Disability, SLD - Severe Learning Difficulty, PMLD - Profound and Multiple Learning Difficulty

What does this mean?

The type of Special Educational Needs provision provided at the school (if applicable).

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
2024/25 (2 term)	16.6%
2023/24 (3 term)	12.1%
2022/23 (3 term)	15.5%

Persistent absence

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

Year	This school
2024/25 (2 term)	61.1%
2023/24 (3 term)	40.4%
2022/23 (3 term)	52.0%

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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