

Woodside School

Address: St John's Wood Church, Lord's Roundabout, London, NW8 7NE

Unique reference number (URN): 148155

Inspection report: 24 March 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.

Expected standard

Attendance and behaviour

Expected standard 

From the moment pupils join, the school helps them to feel included and gain a strong sense of belonging. Pupils describe the school as 'a family'. The school places an emphasis on positive interactions. This helps pupils to develop confidence in the adults who work with them. As a result, the school is a positive place for learning where everyone is treated with respect. Pupils are supported to develop positive behaviour habits. The curriculum helps them to recognise their own emotions and those of others. They learn about the impact of their actions and to empathise with others. This includes learning about themes such as discrimination and bullying in an age-appropriate way.

The school has clear systems in place to track pupils' attendance rates and behaviour. Leaders use the information to look at trends over time for attendance and behaviour. They provide pupils and their families with help that improves their attendance, should they need it. The curriculum supports pupils to understand the importance of regular attendance both at school and for the world of work in the future.

Curriculum and teaching

Expected standard 

The school's curriculum has undergone a complete transformation in the last year. The new curriculum is carefully sequenced to enable pupils to build a range of knowledge and skills over time. The school is well resourced with sensory equipment which supports the curriculum. Teachers have secure subject knowledge and are experts in the Montessori approach upon which the curriculum is built. The curriculum is suitably adapted to match the needs of each learner here.

Much of the teaching in the school is delivered through one-to-one support. Teachers' explanations are clear and teaching staff use effective modelling to help pupils with problem-solving and understanding new ideas. Teachers use questioning well to identify any gaps in pupils' knowledge or misconceptions that pupils may have. They address these effectively in the moment. As a result, pupils make steady progress through the curriculum. Much lesson time is focused on securing pupils' foundation knowledge in English, mathematics and science and building pupils' wider vocabulary and confidence.

Pupils complete project work that brings together a range of other subject areas. For example, they learn about the importance of nature, living sustainably and caring for their environment. Workshops in more vocational subjects are also offered to pupils. These include cooking, art, digital and media work.

Inclusion

Expected standard 

Adults working at the school have an expert understanding of how to support pupils with special educational needs and/or disabilities (SEND). There are robust systems in place to ensure that needs are identified and support put in place to help pupils access learning. Pupils' starting points are assessed quickly when they join. Staff have the necessary skills to adapt the curriculum to pupils' starting points. Specialist sessions and therapies match those

outlined in pupils' education, health and care plans. The school communicates with a range of supporting agencies who also work with pupils in the school. This ensures that information is shared quickly. As a result, the school effectively removes barriers to learning that pupils face so that they can be successful.

Staff have a keen sense of the additional barriers and vulnerabilities faced by pupils known or previously known to social care. The curriculum is tailored to meet the differing needs of these pupils. The school listens carefully to pupils' views. Pupils have a say in the curriculum projects they undertake and the extra-curricular activities they participate in. This helps them to establish quickly a sense of belonging in the school.

Leadership and governance

Expected standard 

The proprietor, school governors and school leaders have a strong, shared ambition for the school. Inclusivity is at the heart of this ambition. Leaders at all levels know the strengths of the school. School development is based on a clear and accurate evaluation of current priorities. Strategies to best support the needs of pupils with special educational needs and/or disabilities and those known or previously known to children's social care are at the forefront of decision making. The school works in successful collaboration with a range of outside agencies.

Staff receive the training they need to support the needs of pupils in the school. Leaders are committed to continually improving the knowledge and skills of adults who work with vulnerable pupils here. Staff feel well supported by leaders to manage their workload. They appreciate the efforts of leaders to consider their wellbeing when making changes to the school.

School leaders, including the proprietor and school governors, understand their statutory duties. They demonstrate the knowledge and capacity needed to meet the independent school standards consistently. Systems within the school are robust. There are clear lines of accountability in place.

Personal development and wellbeing

Expected standard 

The school aims to enable pupils to develop the skills they need to lead an independent and healthy life. This guiding principle is woven through all aspects of the school's curriculum and is tailored to pupils' individual talents and interests. Pupils are taught important life skills throughout their time at the school which helps to prepare them for their next steps. As part of pupils' careers education, they learn about a range of different employment and the skills they might need to acquire to access them. They visit real-world workplaces and explore what it is like to work in different types of jobs and working settings.

The curriculum for personal, social and health education (PSHE) is taught through formal lessons, discussions and project work. Pupils gain an age-appropriate understanding of a range of themes. These include developing their sense of self, the features of healthy relationships and how to stay safe, including online. This PSHE curriculum is matched to the individual needs of pupils and addresses any social or emotional barriers they may have.

Frequent educational trips and extra-curricular outings are a key feature of the school. The school ensures that pupils have the opportunity to make regular visits to local outdoor spaces such as parks and activity centres. Visits to museums and galleries help to bring pupils' learning to life. Pupils also plan events as part of their project work. For example, when learning about sustainable materials, they plan how to market and sell reusable bottles.

Insufficient evidence

Achievement

Insufficient evidence

At the time of the inspection, the school has spent time developing the curriculum and resourcing the new premises. It has only recently opened its doors to new pupils. As a result, there is insufficient evidence to provide a grade for achievement.

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

The school is a positive place to be, built on mutually respectful relationships and trust between adults and pupils. The school caters effectively for pupils who may face a range of barriers to learning and who may have extensive gaps in their education when they join. The school offers a bespoke educational experience that is matched to each pupil's special educational needs and/or disabilities (SEND). The school ensures that pupils make a positive start when they join the school so that they quickly feel happy and safe. They are successful here, growing in confidence and developing skills for independent life.

Pupils learn from a broad curriculum that includes a secure foundation in English and mathematics. Project work and workshops enable pupils to explore a suitable range of other subjects. The curriculum is adapted at all times to meet the needs and individual interests of each pupil. Pupils' personal development is also tailored to the individual. Pupils learn a taught curriculum of personal, social and health education (PSHE) and also benefit from more informal discussions with staff in response to their experiences and questions they have. The curriculum supports pupils to understand the importance of respect and tolerance for others. Pupils learn how to identify and manage their emotions. Over time, this helps to improve behaviour and develop social skills.

The curriculum is supplemented by a range of carefully chosen activities including educational visits, physical activities and careers opportunities. These are carefully matched to the interests and aspirations of each pupil. Leaders prioritise spending time outside each day. Pupils take part in activities that help foster their independence. They learn skills such as managing money, purchasing items and cooking. This curriculum helps pupils build employability skills such as those needed for job interviews and writing a CV.

Next steps

- Leaders should ensure that systems used to measure the progress of pupils, including in their personal development, remain effective when pupil numbers increase.
 - Leaders should ensure that the tailored approach to pupils' personal development, including careers provision and the fostering of pupils' talents and interests, are sustainable as the number of pupils on the school roll grows.
 - The proprietor and governors should develop clear systems of accountability to ensure that robust challenge is maintained as the school grows to ensure that the independent school standards continue to be met.
 - Leaders should develop a wider culture of learning and professional development for all staff that is precisely matched to whole-school priorities for improvement.
-

About this inspection

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.

The school has applied to the Department for Education (DfE) to make a material change to its registration. At the DfE's request, inspectors checked whether the school is likely to meet the relevant independent school standards if the DfE decides to approve the change. This part of the inspection was carried out under section 162(4) of the Education Act 2002.

The name of the proprietor is Seva Childcare Ltd. The chair of the proprietor body is Mahesh Kotecha.

The annual fees are £40,000 to £90,000.

The email address of the school is info@woodside-schools.co.uk

The school operates from the annex of St Johns Church, Lords Roundabout, London, NW8 7NE.

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, curriculum lead and designated safeguarding officer, the proprietor and chair of governors and wider staff during the inspection.

The inspectors confirmed the following information about the school:

The school caters for pupils with special educational needs and/or disabilities, including pupils with autism or social, emotional and mental health needs. Pupils who attend are likely to have an education, health and care plan.

The school does not use any alternative provision.

The school curriculum has a Montessori specialism.

The school's proposed change to the age range of pupils

The school has applied to the Department for Education (DfE) to make a material change to its registration. At the DfE’s request, inspectors checked whether the school is likely to meet the relevant ISS if the DfE decides to approve the change. This part of the inspection was carried out under section 162(4) of the Education Act 2002.

The outcome of this part of the inspection is: the school is likely to meet the relevant independent school standards if the material change relating to the school provision is implemented.

Headteacher: Lesley-Ann Patrick

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

Insufficient evidence

Inspectors were unable to gather sufficient evidence to judge whether the following standards are met:

Paragraph 32(3)

The information specified in this sub-paragraph is–

(e) particulars of the school's academic performance during the preceding school year, including the results of any public examinations;

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:

Annabel Davies, His Majesty's Inspector

Team inspector:

Phil Garnham, His Majesty's Inspector

Facts and figures used on inspection

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

Total pupils

1

School capacity

15

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

1

Pupils with special educational needs (SEN) support

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.

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.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <https://reports.ofsted.gov.uk>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted
© Crown copyright 2026



© Crown copyright