

Name of School:	Greenvale School
Headteacher:	Katie Denton
Hub:	London Special and AP Hub
School phase:	Special Secondary 11-19
MAT (if applicable):	N/A

Overall Peer Evaluation Estimate at this QA Review:	The school chose not to use estimates
Date of this Review:	15/05/2026
Overall Estimate at last QA Review:	Not applicable
Date of last QA Review:	14/05/2025
Grade at last Ofsted inspection:	Outstanding
Date of last Ofsted inspection:	21/11/2023

Quality Assurance Review

The review team, comprising host school leaders and visiting reviewers, agrees that evidence indicates these areas are evaluated as follows:

Leadership at all levels N/A

Quality of provision and outcomes N/A

AND

Quality of provision and outcomes for disadvantaged students and/or students with additional needs N/A

Area of excellence Not submitted for this review

Previously accredited valid areas of excellence Holistic support for regulation and well-being to improve the quality of life.
Accredited 2025.

Overall peer evaluation estimate N/A

Important information

- The QA Review provides a peer evaluation of a school's practice in curriculum, teaching and learning, and leadership. It is a voluntary and developmental process, and the peer review team can evaluate and offer 'peer evaluation estimates' based only on what the school chooses to share with them.
- The QA Review estimates are not equivalent to Ofsted grades. The QA Review uses a different framework to Ofsted and the review is developmental not judgmental.
- The QA Review report is primarily for the school's internal use to support the school's continuing improvement. If you choose to share this report, or extracts thereof, externally (e.g. on your website or with parents), please ensure that it is accompanied with the following text:

Challenge Partners is a charity working to advance education for the public benefit. We are not a statutory accountability body. The QA Review does not audit schools' safeguarding or behaviour policies and practices. However, Lead Reviewers and visiting reviewers are expected to follow Challenge Partners' safeguarding policy and report any concerns as set out in the procedures.

1. Context and character of the school

Greenvale School is a community special school in Lewisham for secondary aged students with severe learning difficulties. The school operates over two sites: Waters Road is mostly for Key Stage 3 & 4 students; Mayow Road is mainly for sixth form students and those following the Glade provision. There are 216 students on roll, including 87 in Key Stage 5. Just over two thirds are male; just under a third is female. Most come from Lewisham, but 12 students are from neighbouring boroughs. All students who join the school have an education, health and care plan (EHCP).

Nearly three fifths of Greenvale's students are entitled to free school meals. A third speak English as an additional language. Students represent a range of ethnicities, with two fifths being Black, one fifth White and just under a fifth Asian.

With student achievement as its main priority, Greenvale aims to 'promote opportunities for the whole school community to enjoy and achieve; develop a creative, stimulating and relevant curriculum; work in partnership with students, families, the multi-disciplinary team and the wider community to meet individual needs; and, provide a secure, safe and supportive environment to promote maximum equality of opportunity, independence, confidence and education.'

2.1 Leadership at all levels - What went well

- As one staff member stated, 'Greenvale's aims are lived throughout the school'. They drive improvement and are reflected in the school's many awards such as being a Rights Respecting School and the school's holistic support for regulation and well-being – last year's Area of Excellence
- Governors offer valuable support and challenge informed by their roles linked to School Improvement Plan areas. This year their meetings have included more strategic issues, including developing an outreach service in line with the White Paper.
- Led by the passionate, visionary headteacher, senior leadership team (SLT) members are proud of Greenvale but not complacent. They share a relentless determination to continuously enhance provision and student outcomes. Their interdependent roles provide robust oversight of each key stage, curriculum and assessment, and Glade (a specialist provision). Since September, they have refined their monitoring of teaching to include assessment using Evidence for Learning (EfL).
- Middle leaders enthusiastically articulate their responsibilities for planning, monitoring and how they contribute to ongoing improvements, including developing provision pathways or Greenvale (GV) levels. Some leaders work across both sites, such as in leading Makaton communication training, to ensure all staff are supported equally.
- Comprehensive professional development enables staff to meet their own

needs well along with those of all students. Leaders' talent spotting as part of their succession planning enables staff to progress their careers within the school. One person currently becoming a teacher through a TST route has gained previous experience as a Higher-Level Teaching Assistant, learning mentor and midday supervisor at Greenvale.

- Regular staff participation in National Professional Qualifications, therapy-led input, mentoring and coaching, for example, has a positive impact on improving outcomes and wellbeing for students and families. Enhancing pedagogical skills further, all teachers have joined workshops this year to build their expertise in supporting learners with profound and multiple learning disabilities (PMLD), including the introduction of Routes for Learning, mapping the five areas of engagement to set targets.
- Leaders prepare students well for their lives as adults and for future careers. One Key Stage 5 student was excited to share how he had experienced different workplace tasks, using his visual calendar to explain the range of skills students learnt. Significant partnerships with post 16 education and training providers enable students to access a range of work experience.
- Students take part in a wide range of extra-curricular activities that widen their horizons and develop their independence, such as an ongoing Music Inclusion Creative Project working with the London Symphony Orchestra. The Student Forum provides structured opportunities for students to raise ideas and take follow-up action. Consequently, there has been an expansion of clubs such as football, boxing and Switch club.

2.2 Leadership at all levels - Even better if...

... No IEB was identified for this area.

3.1 Quality of provision and outcomes - What went well

- Provision is stimulating, engaging and fun as it is clearly structured to meet students' individual needs and prepare them for life beyond the school. A national curriculum-based map provides overall subject, topic and cross-curricular plans for Key Stages 3 and 4. In the sixth form students follow a Functional Skills programme that applies learning in adult-life contexts.
- Clear and shared baseline assessments ensure staff know and utilise students' starting points, applying GV levels to plan their teaching. Achievements are tracked using EFL to monitor success, amend provision and share outcomes with parents.
- Organised in Key Stage groups, students benefit by the curriculum being delivered across, through learning pathways and Glade. Each of these sets out the way learners' needs are best met. The pathways range from Grove that supports PMLD students working below GV4 to Woodland for students with learning difficulties working above GV8. Glade provision supports students with learning difficulties and additional complex needs. All groups

have opportunity to follow the same provision but learn through a pathway that suits their starting points.

- Students' personal development places an emphasis on preparing them to become active citizens. They have opportunities to learn about other faiths, cultures and traditions, participate in many clubs and make regular visits outside school. Preparation for adulthood skills linked to EHCP targets are tracked as students develop through the school.
- Accreditation given for students' achievements motivates them in learning. This includes Entry Level awards, AQA units, ASDAN awards and Duke of Edinburgh Bronze certificates. Key Stage 5 students gain from vocational learning such as in completing volunteer work or through internal and external work experiences.
- Expectations are high and communicated comprehensively. Students are involved in shaping their Individual Education Plan targets that are revised termly based on their EHCP targets and shared in the annual review process.
- Reading is a high priority at Greenvale. All students access reading daily reflecting staff commitment to being a 'reading school'. Each learning pathway adopts specific strategies to support reading, ranging from Read, Write Inc phonics to focussed work on developing comprehension.
- Well-established routines support students from the moment they arrive at school, helping them to regulate and become ready to learn in line with the school's trauma-informed approach. During their morning work, students are confident in completing work independently and moving to their next activities.
- Transitions are managed sensitively to avoid learning being disrupted and help students remain regulated and engaged. In Hazel Class, students moved smoothly to the outside garden area, where chalk-based activities provided a purposeful and accessible continuation of learning.
- Excellent relationships between students are modelled by adult and student relationships across the school underpinned by the school's well-established relational practice. These have a positive impact on students' positive behaviours and attitudes to learning in all key stages.
- Most students attend school regularly. A collaborative multi-disciplinary approach, involving working with the local authority's attendance officer, the education psychologist and the Children with Disabilities Social Care team, ensures families are supported well to make improvements in attendance.
- Outcomes show most students achieve expectations set from their starting points and many exceed them. Available data affirm that the school is closing gaps between different groups created by disadvantage.

3.2 Quality of provision and outcomes - Even better if...

- leaders ensured all learning support assistants were confident to be proactive in engaging students in learning throughout all lessons.

4.1 Quality of provision and outcomes for disadvantaged students and/or students with additional needs - What went well

- Rigorous distributive leadership ensures the needs of disadvantaged students and those with additional needs are met very well. Regular meetings of SLT members enable leaders to readjust provision where necessary, including refining bespoke interventions for students with most complex needs.
- Well targeted Glade provision successfully supports students with autism and communication challenge in an environment purposefully built to meet their needs. Learning in small groups, they benefitted from sensory circuits to prepare for the day, while Grove students used the sensory room as a purposeful bridge into learning, including mark-making sessions.
- Learning through a sensory curriculum, Grove students are encouraged to communicate using objects of reference, vocalisations and gesture. More recently the introduction of Routes for Learning has helped staff assess PMLD learners and develop next cognition, communication and social interaction steps for students with highly complex needs and spikey profiles.
- Interventions, including hydrotherapy and physiotherapy, are well targeted to meet specific student needs. Physiotherapy programmes and swing therapy sessions, for example, are successfully integrated into the curriculum and shared with the wider staff team to ensure consistency of approach.
- The school has embedded the MOVE program which helps students with physical needs gain independent movement through activity-based practice, ensuring opportunities for mobility are built into the curriculum. Case studies affirm how well students following the program are making progress over time.
- Resources are used purposefully to meet students' sensory needs, including opportunities for tactile and auditory feedback. In Key Stage 5, Glade students engaged positively in picking leaves and taking photographs outdoors, using sensory-rich experiences to support engagement and participation.
- Leaders have developed collaborative working relationships with external services that have significant impact in keeping children in school and within the borough. A CAMHS clinic is hosted every term in school to enable specialists to see more pupils than would be possible at the local clinic. The Special Schools' Eye Service visits Greenvale to test and provide glasses where needed. The Speech and Language Therapist provides a range of guidance such as in developing the use of alternative and augmented devices that prepare pupils for communicating post school.
- Data show the range and quality of leadership, curriculum adaptations and specialist support have a positive impact in securing the achievement of students who are disadvantaged or have the most complex needs.

4.2 Quality of provision and outcomes for disadvantaged students and/or students with additional needs - Even better if...

... No EBI was identified for this area.

Following the QA Review

The review report is primarily for the school's internal use to support the school's continuing improvement. However, we encourage you to share the main findings with your hub/hub manager so that they can support your hub's activity planning. Challenge Partners will also collate and analyse content reports from across the partnership of schools and trusts including using AI tools to create an aggregate picture of what is going on across the sector (sharing these with the partnership) each year. The QA Review reports remain confidential to Challenge Partners and the host school. This ensures that schools embrace the review as a development process, acting as a catalyst for their ongoing improvement. This is the primary purpose of the QA review. However, our aim is that the thematic analysis will demonstrate the additional value of a sector wide overview, illustrated with real-life examples.

For further support following your QA Review, schools can access the School Support Directory; the Challenge Partners online tool that enables schools to connect with other schools in your hub and across the national partnership of schools. The School Support Directory can be accessed via the Challenge Partners website. (<https://www.challengepartners.org/>)

Finally, following the QA Review, schools may find it useful to refer to research such as the EEF toolkit to help inform their approach to tackling the EBIs identified in the report (<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>)