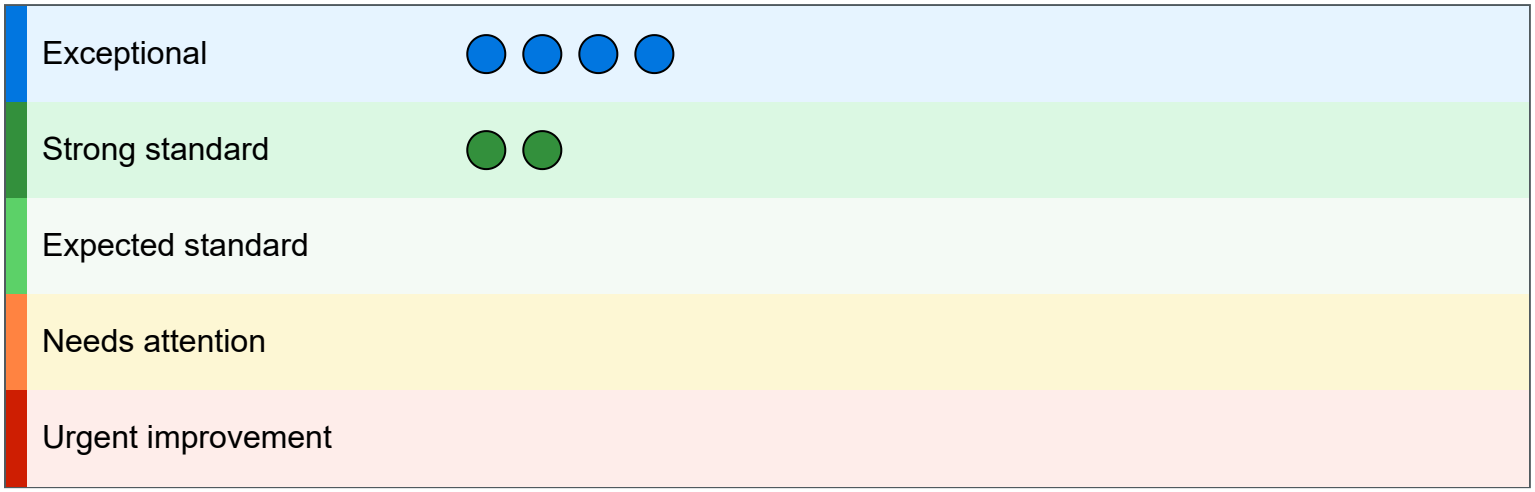
The Green Room School Kingsley

Address: 1 Old Park Farm, Forge Road, Kingsley, Bordon, Hampshire, GU35 9LU

Unique reference number (URN): 145479

Inspection report: 6 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.
- Insufficient evidence: Inspectors were unable to gather sufficient evidence to judge whether safeguarding standards are met.

Exceptional

Attendance and behaviour

Exceptional

Leaders demonstrate an unwavering commitment to ensuring pupils attend regularly. Their determined efforts remove barriers swiftly and help pupils to successfully re-engage with their education. Staff set very high expectations for attendance and communicate these clearly to parents, carers and pupils. They build supportive, trusting relationships with pupils quickly. These relationships create a tangible sense of belonging that helps pupils feel safe, valued and ready to attend. Therapeutic and teaching staff work in a carefully coordinated way to remove barriers to attendance and engagement. The school's approach has an extremely positive impact on pupils' attendance. For many, this is transformative. Pupils are intrinsically motivated to come to school because their needs are so well met.

Pupils' behaviour is exemplary. They meet leaders' ambitious expectations and show consistently positive attitudes to learning. Leaders and staff establish a culture where pupils manage their behaviour highly effectively and take responsibility for their actions. Caring for the farm animals helps pupils arrive calm and focused, leading to high engagement from the start of the day. Pupils are very eager to learn. They interact respectfully and play cooperatively, contributing to the nurturing ethos. Pupils value being taught to be 'safe and brave'. Bullying and harmful behaviours are not a concern, and any issues are resolved swiftly.

Inclusion

Exceptional

The school's inclusive ethos is lived out in every aspect of its work and is instrumental in turning pupils' lives around. All pupils have education, health and care plans, and many have not been able to access education in the past for a range of reasons. Some face multiple barriers to learning and wellbeing, including a lack of motivation to engage when they first arrive.

Leaders identify pupils' needs with meticulous accuracy and care. This includes assessing pupils' social, emotional and mental health, as well as gaps in learning.
Leaders work closely with families, previous settings and specialist services to shape provision and raise aspirations for pupils. Pupils are welcomed unreservedly, feel valued from the outset and quickly develop a deep sense of belonging.

The therapeutic offer is extremely effective and provides tailored support that removes barriers to pupils' learning and wellbeing. As a result, pupils manage their feelings exceptionally well and are confident to engage in all aspects of school life.

Staff benefit from sharply focused training that enables them to personalise learning with precision. They use rigorous checks of pupils' learning to adapt support so that pupils achieve the very best outcomes. Leaders' highly effective monitoring of pupils' progress ensures they respond swiftly to emerging needs. This keeps support sharply focused and extremely effective.

Leaders make a significant contribution beyond the school, strengthening inclusion across the wider area through expert support, coaching and curriculum innovation.

Leadership and governance

Exceptional

Leaders have sustained a highly cohesive and ambitious vision of excellence over time, ensuring it drives every aspect of the school's work. They model aspiration, ambition and uncompromising expectations to be 'safe and brave'. Leaders at all levels know the school exceptionally well and create a culture where every pupil is expected to achieve highly. Leaders demonstrate the highest standards of professionalism, a relentless determination and genuine passion to transform pupils' lives.

The proprietor has a very clear moral purpose and vision for the school's success. They play a vital role in sustaining an inspirational and impactful learning environment. They use their professional expertise to provide leaders with well-judged support and challenge that helps maintain the highest standards. As a result, all the independent school standards are met securely and consistently.

Staff morale is high, and pupils' best interests shine through in everything they do. The sense of teamwork in the school is palpable. Everyone strives for the highest standards. Staff benefit from high-quality, carefully considered training and this is consistently reflected in their expertise. They are overwhelmingly positive about the school and speak with real pride about its distinctive ethos. Staff value leaders' thoughtful decisions that support them to manage their workload and wellbeing.

Leaders build highly effective relationships with the local authorities they work with. They also maintain strong, constructive partnerships with parents, carers and wider agencies. Parents speak extremely positively about the school and recognise the significant difference it makes to their children and their families. As one parent said, 'I can't thank this school enough. It's everything we dreamed of and it has transformed our lives.'

Personal development and wellbeing

Exceptional

The school's provision for pupils' personal development and wellbeing is a defining strength. Many pupils arrive with negative previous educational experiences. Staff identify their personal needs with precision and support them through excellent pastoral provision. Therapeutic and academic staff work closely together so that every pupil's emotional, social and learning needs are met extremely well. The school's values of 'kindness, curiosity and change' shape daily life. The impact is clear in the pupils themselves, who live and breathe the school's nurturing ethos. Pupils build confidence, self-esteem and a palpable sense of belonging. Their strength of character is reflected in their empathy and respect for individual differences.

The curriculum for personal, social and health education and relationships and sex education is very well structured. Leaders use their detailed understanding of each pupil to adapt the curriculum so that it precisely meets each pupil's needs. Pupils talk confidently about healthy relationships and what it means to live in a democratic society. They talk with equal maturity about online risks at an appropriate level. This helps them recognise risk, seek help and stay safe. Pupils learn about personal hygiene, self-care routines and how to

travel on public transport. Consequently, they develop the skills they need to lead fulfilling, independent lives.

Pupils benefit from a wide array of meaningful opportunities. The outdoor environment helps them feel safe, emotionally secure and increasingly ready to learn. Caring for the animals teaches responsibility, teamwork and empathy and provides a calm space that supports pupils' wellbeing exceptionally well. Activities such as bushcraft, yoga, sound baths, mindfulness and forest bathing help pupils build resilience and develop practical skills. An extensive range of trips develops pupils' awe and wonder. The school's 'GR FEST' camping festival strengthens pupils' sense of community and responsibility. Careers education is bespoke and gives pupils meaningful experiences that deepen their understanding of future pathways.

Strong standard

Achievement

Strong standard

Pupils achieve extremely well, from their varied starting points. Staff work with determination to ensure that pupils overcome the barriers they face. They take highly effective action to close gaps in pupils' learning. Consequently, pupils progress through the curriculum very well. They acquire secure foundational knowledge in reading, writing and mathematics and gain a broad range of qualifications. Pupils are very well prepared for the next stage of their education.

Pupils' achievement extends far beyond their academic studies. Many join the school having experienced a disrupted education and with reduced confidence in learning. Leaders address this quickly. Pupils build belief in their ability to succeed and make great strides in their social and emotional development. They increase their independence and communicate with growing confidence. Pupils demonstrate genuine enthusiasm when discussing their learning and articulate their ideas clearly. This sustained improvement in communication and self-belief enables them to engage successfully with the wider curriculum.

Curriculum and teaching

Strong standard

Leaders have created an ambitious curriculum that meets pupils' needs with precision. It is purposefully designed so pupils experience success at each stage. They pursue a highly appropriate range of learning, including vocational programmes that align closely with their needs and aspirations. Leaders know exactly where the curriculum is working well and what requires refinement. They use this insight to make very well-judged decisions about pupils' next steps.

Teaching is highly effective. Staff benefit from high-quality training that helps them tailor teaching to each pupil's specific needs. Teachers explain learning clearly and encourage pupils to think deeply. Staff know pupils' starting points extremely well and select activities that match individual needs. They use recap and retrieval effectively so pupils remember important content and make connections over time. Staff also support pupils to manage their

emotional needs and stay focused on their learning, which makes a demonstrable difference to their progress.

Many pupils join with substantial gaps in their knowledge. A deliberate emphasis on reading, writing and mathematics strengthens pupils' language, vocabulary and communication. Well-designed interventions address pupils' gaps precisely and give pupils the skills they need to access the curriculum with increasing confidence.

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

Pupils are proud to attend this highly inclusive and ambitious learning community. The school is a striking example of what pupils can achieve when they receive the best possible support. Pupils feel safe because staff go above and beyond. They provide exceptional care, underpinned by strong, trusting relationships. Each morning, enthusiastic pupils arrive excited about the day ahead. They are greeted warmly by staff who know them extremely well. Pupils have absolute confidence that staff will help them if they are struggling. Dedicated staff carefully nurture pupils' self esteem and confidence. Therapeutic support significantly enhances pupils' educational experience. As a result, pupils attend well and flourish, both academically and personally. For many, the provision is transformational.

The school's farm setting plays a vital role in pupils' daily experiences. Pupils take great pride in caring for the ducks, chickens, ferrets and donkeys. They gain a sense of purpose and enjoyment that helps them manage their emotions and rebuild their self esteem. Outdoor learning such as bushcraft, horse riding and yoga is at the heart of the school's work. A wide range of meaningful, personalised activities ensures pupils build healthy relationships, develop respect for others and learn how to keep themselves safe.

The school has created a culture where pupils value their learning. Staff skilfully support and tailor the curriculum to pupils' needs. As a result, pupils overcome the barriers that have prevented them from learning in the past. They show pride in their work and demonstrate resilience and determination. This enables pupils to enjoy their learning and achieve highly from their individual starting points. They work towards recognised qualifications, which develops their ambition for potential next steps.

Pupils' behaviour is excellent. The school's calm, purposeful atmosphere is a key feature of daily life. Pupils show enormous kindness and respect towards others. Bullying or unkind behaviour is not something they worry about as they trust staff to resolve any issues swiftly.

Next steps

- Leaders should ensure that their already highly effective work leads to continued improvement so that pupils' barriers and challenges are overcome in all areas in order to drive a transformational impact for all pupils.

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 inspection took place from 6 to 8 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.

During the inspection, inspectors spoke with the headteacher, the director of education, other senior leaders and representatives from the proprietor body, including the CEO, the chair of the trustees and another trustee. Inspectors also spoke with staff and pupils and considered the responses from the parent, staff and pupil surveys.

The inspectors confirmed the following information about the school:

The school is an independent special school. It caters for pupils with special educational needs. Most have a diagnosis of autism and/or attention deficit hyperactivity disorder. Many pupils have social, emotional and mental health needs. Many pupils who attend have not been able to access education in the past for a variety of reasons. All pupils have an education, health and care plan, and their places are funded by a local authority.

The school operates from a single site, based on a farm. It has extensive outdoor grounds used for learning and recreation. Indoor accommodation is spread across a number of buildings, including a barn and a modular building that was erected to provide additional indoor teaching space.

While the school is registered to take pupils aged 9 to 18 years, there are no pupils on roll in key stage 2 or the post-16 provision.

The school does not currently use any alternative provision.

The proprietor is The Green Room Foundation Ltd.

The chair of the proprietor body is Peter Rawling. The chief executive officer (CEO) is Richard Allen.

The fees currently charged are £47,280 to £51,045.

The school's email address is infoGRK@thegreenroomschool.com

Headteacher: Becky Thompson

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 Standards met

All standards have been met.

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:
Louise Walker, His Majesty's Inspector

Team inspector:
Mike Serridge, Ofsted Inspector

Facts and figures used on inspection

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

This data is from 6 October 2026

Total pupils

39

School capacity

40

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

39

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.

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