

Glenwood School

Rushbottom Lane, New Thundersley, Benfleet, Essex SS7 4LW

Unique reference number (URN): 115469

Focused monitoring inspection report:

11 December 2025

During the focused monitoring inspection, inspectors considered the following evaluation areas. This was due to concerns that Ofsted had about the school related to:

- Leadership and governance
- Safeguarding
- Attendance and behaviour
- Inclusion

Leadership and governance

Leaders have brought much needed stability to the school following a period of turbulence. They have focused on the most pressing issues that needed to improve in a clear and logical order. For example, leaders have ensured that processes around safeguarding, behaviour and attendance are robust. There has been some turnover in the leadership, teaching and support staff teams. Leaders have prioritised supporting new staff with developing their knowledge and expertise in supporting pupils with special educational needs and/or disabilities (SEND). While they are having success with much of this work, leaders acknowledge this is still a priority.

The interim executive board and local authority provide appropriate challenge and support to leaders. They understand what the school does well and where it needs to improve. They have supported leaders to bring in new systems to better oversee what happens in school. This includes stronger systems to follow up on pupils' absence, including where this may pose a safeguarding risk. Leaders know that their checks on key areas of the school are more embedded in some places than in others. They understand there is still work needed to ensure that they have a secure picture of where to target future school improvement priorities now that they have stabilised the school.

Safeguarding standards met

The safeguarding standards are met. This means that leaders and those responsible for governance and oversight fulfil their responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted on and managed. As a result, children are made safer and feel safe.

Inclusion

Staff understand how to use information in pupils' individual SEND plans and are typically knowledgeable about pupils' needs. Staff benefit from the ongoing training leaders provide, which is closely aligned to pupils' care plans. For example, staff who administer medicine or support with pupils' feeding are specifically trained to do so.

The school supports pupils to communicate their wants and needs well. There are established approaches across the school that are typically well embedded. For example, pupils use a wide range of systems, including pictures, symbols, objects and verbal communication where appropriate.

Leaders work with other professionals to ensure that pupils' needs are regularly assessed so that support can be adapted as needed. This includes updating pupils' care plans. Leaders know that staff turnover has impacted on the quality of support in places. They have worked to mitigate this by ensuring that there are induction processes for new staff. More experienced staff provide support to those who are new to working in specialist settings. While this has been positive, there is still some work needed to ensure that new staff quickly get up to speed with the best ways to support pupils' specific and changing needs.

Attendance and behaviour

Leaders provide ongoing training for staff in the school's therapeutic approach to supporting pupils. Staff typically have the knowledge they need to do this well. Staff build positive and effective relationships with pupils. Leaders have strengthened their systems for keeping a close eye on behavioural incidents. This includes a secure oversight of incidents of physical intervention. This oversight allows leaders to put in more support where they need to. There has been a reduction in incidents over the past year.

Leaders have established more robust processes for following up on pupil absence. There are now clear systems in place to enable the school to monitor pupils who are persistently absent from school. Leaders have oversight of the support in place for these pupils. They understand the potential safeguarding risks that persistent absence may pose. Where needed, the school works with the local authority and providers of alternative provision to provide more bespoke support.

Additional next steps

Leaders and those responsible for governance should, in addition to the next steps raised at the school's last full inspection:

- Ensure that systems to check on different aspects of their work are embedded. This is so they can identify where to target future school improvement priorities.
- Continue to provide staff with the ongoing training and guidance they need on the best ways to support pupils' specific and changing needs.

About this inspection

This inspection was conducted under section 8(2) of the Education Act 2005 and in accordance with Ofsted's published procedures for focused monitoring inspections. The inspection was carried out because Ofsted was concerned about Leadership and governance, Safeguarding, Inclusion, Attendance and behaviour at the school.

The purpose of this monitoring inspection was not to determine grades for any of the evaluation areas, but to look into the concerns that caused Ofsted to decide to inspect the school.

- There have been substantial changes to leaders and staff since the previous inspection.
- The governing body left in February 2025. The local authority established an interim executive board at this time.
- The headteacher left in August 2025. There are currently 2 interim headteachers in post. An interim deputy headteacher joined the school in October 2025.
- The school currently uses 4 unregistered and one registered provider of alternative provision.

Lead inspector

Michael Williams

His Majesty's Inspector

Team inspector

Nina Marabese

His Majesty's Inspector

About this school

School capacity	220
Number of pupils on roll	254
Resourced provision or SEND unit	Yes
Type of specialist provision	Severe Learning Difficulty and Profound and Multiple Learning Difficulty

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