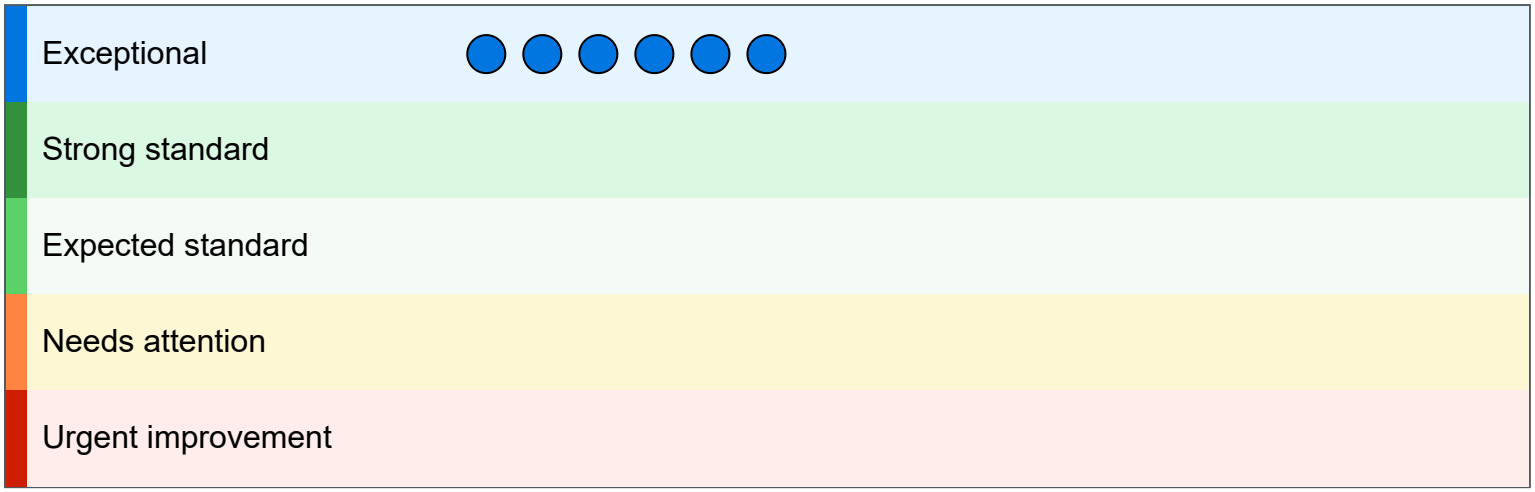
College Green School and Services

Address: 161 College Road, Kensal Rise, London, NW10 3PH

Unique reference number (URN): 101491

Inspection report: 30 June 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.

Exceptional

Achievement

Exceptional

Children achieve with depth and independence. They apply taught knowledge confidently across early writing, reading and mathematics. They use shared language to explain their thinking with clarity. For example, ‘I can subitise when using dice.’ They test solutions, such as stabilising a boat sail. Children revisit knowledge and embed new understanding through purposeful tasks.

Children widen their vocabulary and use technical language with confidence. They commit concepts to long-term memory and apply them independently. A deep understanding of each child is woven through everything staff do. This ensures continuous, seamless daily reflection. Staff analyse barriers with precision and shape teaching so every child can thrive. They make precise and individualised adjustments to teaching. As a result, children, including those with special educational needs and/or disabilities, make sustained progress through the curriculum from their individual starting points.

Children demonstrate deeply embedded understanding and make connected links between new learning and prior knowledge. As a result, they are well equipped for the next stage of their education.

Attendance and behaviour

Exceptional

Attendance is sustained across the Nursery because leaders take a strategic and deeply embedded approach. They analyse patterns with precision and act quickly, when attendance slightly dips. Leaders recognise that small changes make a notable difference and respond with personalised support that quickly removes barriers. This deep understanding of each child is woven through everything that staff do. They sensitively adapt routines so children attend regularly. Leaders work closely with families who face challenges and secure sustained improvement for all children, including those who need additional support. Their actions result in high attendance and sustained engagement for children.

Behaviour is understood as communication and shaped through precise, relational practice. Leaders analyse triggers and barriers with depth and respond with clarity. Staff have an in-depth knowledge of each child and use supportive emotional guidance and shared strategies to help children co-develop the skills to manage their emotions independently. Children articulate their emotions with clarity and use the verbal and thinking skills that they have created with confidence. They recognise when peers need help and respond with quiet, thoughtful actions. Any unkind behaviour, including bullying, is dealt with quickly and effectively. Children, including those with special educational needs and/or disabilities, show positive attitudes to learning and sustain focus in play and routines. Leaders ensure that staff access high-quality training, so that all staff deeply understand the required approach. Children thrive, feel heard and achieve highly.

Curriculum and teaching

Exceptional

Leaders shape a continuous, deliberate cycle of curriculum review. Each morning, staff share the hopes for learning and check that planned experiences will secure the intended outcomes. At the end of each day, leaders and staff evaluate children's responses with clarity, reviewing engagement, progress and the quality of deliberate interactions. Precise adjustments are made immediately. This creates a feedback loop that deepens staff understanding of how to expertly deliver the curriculum.

This daily cycle results in practice that is deeply embedded and continuously refined. Children sustain focus, explain their thinking and make connected links between new ideas and prior knowledge. They use shared language to describe how learning builds over time, drawing on phrases, such as 'This is my sticky knowledge' and 'I'm putting it in my memory box.' This reflects secure metacognitive awareness.

Teaching is highly responsive. Staff model language and early writing with precision. Children communicate with clarity and talk confidently about authors and illustrators. They use their knowledge of initial sounds when writing, self-correct using shared resources and explain their mathematical reasoning with depth. They use precise scientific language, such as 'displacement', when talking about water or liquid in food. They draw on previous learning to explain steps, choices and reasoning with clarity.

The curriculum is lived through expert staff, who act with precision. Children move through learning with confidence and are ready for their next stage.

Inclusion

Exceptional

Inclusion is woven seamlessly through every moment of Nursery life. Leaders know each child and family in depth. Provision is shaped with clarity and care for each individual child. Daily walk-throughs and end-of-day reflections ensure precise adjustments happen immediately and remain rooted in children's interests and any barriers that they face.

Children initiate personalised strategies that help them feel calm, confident and ready for learning. Staff deliberately empower children to create these ideas and respond with precision, so children use their strategies throughout the day. This ownership makes a sustained difference to their learning experiences. As a result, they deepen their learning. Children who speak English as an additional language join activities with confidence, share ideas and see their identities and cultures celebrated. Through this meticulous approach, children's social status is intentionally strengthened. This deepens their emotional resilience and participation.

Curriculum adjustments is a culture. Staff remove barriers quickly. As a result, children build highly positive peer relationships. Home-school partnership is characterised by high levels of trust. Families and staff work together with clarity, so children feel known, welcomed and understood. Visual guides, welcome videos and personalised transitions support belonging. Bespoke charters, co-created with the children, are used at home to reinforce routines.

Inclusion is lived through precise actions, shared language and attuned relationships. Every child experiences personal inclusion, a deep sense of belonging and an active voice in their

own journey.

Leadership and governance

Exceptional

Leadership is meticulous, deeply embedded and sustained. Leaders create a deliberate, continuous cycle of curriculum review that is lived every day. Morning hopes and end-of-day reflection ensure teaching is shaped in the moment. It is rooted in what children do and say and refined with precision. Staff expertly articulate the purpose of each space, how learning is sequenced and how children's needs shape provision. Daily walkthroughs provide ongoing evidence of subject knowledge, curriculum ownership and the extent to which provision strengthens communication, thinking and sustained learning.

Leaders act with clarity and intentionality. They position resources deliberately to link past and current learning. Professional learning is purposeful and ongoing. This enables staff to refine expertise and make precise adaptations that secure coherent, connected and meaningful learning. Leaders understand the school's strengths and prioritise actions that have significant impact on children's wellbeing, learning and long-term success. Their work is woven through daily practice and ensures every child thrives over time.

Leadership is outward facing and influential. Leaders contribute to strategic boards and national working groups. Their expertise feeds directly into daily practice so children experience enriched, ambitious and equitable learning. Partnerships with universities and cultural institutions strengthen emotional support and raise aspiration. Parental and community engagement is deeply embedded. Families describe leaders as 'phenomenal', highlighting their attentiveness, responsiveness and commitment to knowing each child as an individual.

Governance is precise and assured. Governors understand statutory responsibilities and carry them out with clarity. Committees and link roles provide structured oversight of safeguarding, curriculum and compliance. Governors replicate leaders' high expectations and ensure every child experiences belonging, resilience and success.

Personal development and wellbeing

Exceptional

Leaders take a strategic and deeply embedded approach to personal development and wellbeing. Pastoral support is proactive and sensitive. This enables children to feel known and valued. Leaders' clarity of purpose results in a coherent, inclusive programme that strengthens children's social, moral, spiritual and cultural development.

Children demonstrate a deeply secure and sophisticated understanding of how to keep themselves safe. They manage boundaries with clarity, complete co-created risk assessments and apply safety rules independently in the classroom, outdoors and during outdoor learning adventures in the woodland area. They handle real tools with assurance, follow fire safety routines and navigate public transport safely. Staff teach risk explicitly through modelling and shared language. This enables children to act with confidence and purpose. Children apply online-safety principles with precision and explain how to keep themselves safe when using digital devices.

Healthy routines are deeply embedded. Children manage self-care independently, follow hygiene expectations and participate in family-style lunch and café-style snack time. This builds responsibility and healthy habits. Sensory food education strengthens children's understanding of taste, smell and texture and widens their willingness to explore unfamiliar foods.

Emotional literacy is child-owned. Children co-create and refine their strategies to support their emotions. They use individualised approaches, such as press and reset, bubbling over, rainbow action and puffer-fish breathing. Self-control strategies are genuinely authored by children, who support peers, negotiate play and apply shared language with clarity. Charters are lived, not referenced. Children use them automatically. They are taught how to independently make safe choices. As a result, children show a high level of trust in all staff.

Children explore significant figures, who help them understand fairness, personal stories and justice. Work linked to Stephen Lawrence is one example that deepens children's understanding of who they are and what is right. This strengthens their moral awareness, broadens their perspectives and deepens their understanding of equity.

Children act as 'College Green Citizens', show deep awareness of fairness and articulate future ambitions with assurance. They demonstrate secure agency, deep understanding of boundaries and exceptional ownership of their personal development, both in and out of school.

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

Children arrive eager for the day ahead. This is because they know they are entering a place, where they are cherished, understood and inspired. Learning begins outdoors with parents and carers, who share those first moments of curiosity and discovery. Children self-register with pride, recognise their names and settle quickly. Children independently place belongings away and move into familiar routines that feel safe, warm and deeply connected. Staff greet each child with the precision that comes from knowing them in depth. This creates an atmosphere where children feel seen, valued and understood. The environment is intentionally calm and emotionally protective. Children trust adults completely and know that their voices matter.

Children delight in their learning. They move confidently across construction, mark making, physical play and the mud kitchen. Children choose activities that extend their thinking. Staff notice the smallest cues and refine learning across the curriculum in the moment. This enables children to explore ideas with depth. Children sustain attention, persevere and articulate their thinking with clarity. They talk about authors, illustrators and stories with detail. They apply early reading skills independently and use mathematical reasoning to solve problems. Their explanations are fluent, connected and rooted in secure understanding.

Children feel a profound sense of belonging because inclusion is lived through precise actions, shared language and relational practice. They feel emotionally anchored to staff and share their learning openly. They have co-created personalised ways to help themselves feel calm and ready for learning. Children collaborate naturally, support peers and

demonstrate care in daily routines. They respond to one another with empathy. Their interactions reflect a community, where every child is uplifted.

Children flourish. They behave with maturity. They feel safe, attend regularly and show emotional resilience. They achieve well from their starting points and make sustained progress through the curriculum over time. Children leave ready for their next stage, equipped with curiosity and a deep understanding of how learning works. They step into Reception with confidence because their early experiences have built deep foundations for learning and personal growth.

About this inspection

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.

The co-chairs of the board of governors in this school are Francesca March and Raphael Mokades.

Inspectors spoke with the headteacher and other senior leaders during the inspection. They also met with members of the governing body, as well as a representative from the local authority.

The inspectors confirmed the following information about the school:

The school does not use any alternative provision.

Headteacher: Wendy Yianni

Lead inspector:
Karen Kent, His Majesty's Inspector

Team inspector:
Maureen Okoye, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 30 June 2026

School and pupil context

Total pupils

94

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.

Pupils eligible for free school meals (FSM)

0.0%

What does this mean?

The proportion of pupils eligible for free school meals.

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

0.00%

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

25.53%

What does this mean?

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

Location deprivation

Below 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).

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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