

Deptford Green School

Address: Edward Street, New Cross, London, SE14 6AN

Unique reference number (URN): 100740

Inspection report: 23 June 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.

Strong standard ●

Attendance and behaviour

Strong standard ●

Leaders have established a very high culture of attendance, underpinned by clear expectations that staff, pupils, and families understand well. The school promotes and celebrates good attendance through a range of effective strategies. As a result, overall attendance is broadly in line with national averages. Disadvantaged pupils attend more regularly than their peers nationally, and persistent absence for this group remains consistently below national figures.

Leaders monitor attendance closely and identify emerging concerns at an early stage. When pupils require additional support, leaders work proactively with families and external agencies to remove barriers to regular attendance and help pupils engage fully in school life.

Pupils demonstrate consistently positive behaviour. Around the school, they are polite, respectful, and considerate of others. In lessons, pupils remain focused, sustain their concentration, and engage very positively with learning. Staff consistently reinforce the school's high expectations, creating calm and purposeful classrooms where pupils learn without disruption.

Leaders have established effective systems to support pupils who need additional help to meet the school's high standards of behaviour, including pupils with special educational needs and/or disabilities. Trained staff provide targeted interventions that help pupils reflect on their choices and improve their behaviour over time. These approaches contribute to consistently low rates of suspension.

Pupils trust staff to deal with concerns effectively. They are confident that incidents of bullying or discrimination will be addressed promptly and appropriately, helping to maintain a safe, inclusive, and respectful school environment.

Expected standard ●

Achievement

Expected standard ●

Overall, pupils achieve broadly in line with national averages, and leaders have sustained this performance over time. In some subjects, disadvantaged pupils achieve better than their peers nationally, reflecting the positive impact of targeted support. Pupils with special educational needs and/or disabilities generally make steady progress from their individual starting points.

Across a range of subjects, pupils develop secure and detailed knowledge of key concepts. The quality of pupils' work in English, humanities, and creative subjects is particularly high. In a small number of subjects, pupils' depth of knowledge is not as developed.

Pupils who are in the early stages of acquiring English receive specialist support that enables them to make progress both in language development and across the wider

curriculum.

Pupils who receive additional support for reading and handwriting develop these essential skills well and make secure progress.

Pupils are well prepared for the next stage of their education, employment, or training. They leave school with the knowledge, skills, and confidence needed to move successfully on to their chosen pathways.

Curriculum and teaching

Expected standard 

Leaders have designed an ambitious, broad, and well-sequenced curriculum for all pupils. They have woven opportunities to develop pupils' creativity throughout subjects while ensuring that learning builds progressively over time. Leaders have clearly identified the important knowledge pupils need to acquire and revisit, helping them strengthen their understanding and retention. In several subjects, teachers present information in a variety of ways, enabling pupils to secure and deepen their knowledge.

Staff identify pupils who need additional support with literacy, reading, and numeracy skills promptly. They provide tailored interventions that help pupils build essential skills and catch up with their peers.

Across subjects, teachers break learning into manageable steps so that pupils can master key concepts before moving on to more-complex ideas. Teachers typically use effective questioning to check understanding, identify misconceptions, and address gaps in learning at an early stage.

Additional adults provide valuable in-class support for pupils with special educational needs and/or disabilities. Leaders ensure that teachers receive guidance on how to adapt learning to meet these pupils' needs. Sometimes, adaptations to pupils' learning are not precisely used to maximise pupils' progress.

Leaders ensure that teachers have a clear understanding of disadvantaged pupils and the barriers they may face. As a result, teachers are better equipped to provide targeted support and help these pupils engage successfully with learning and achieve well.

Inclusion

Expected standard 

Leaders identify pupils who face barriers to learning or challenges to their wellbeing quickly and accurately through assessment and regular review. They maintain a detailed understanding of pupils' needs and work closely with external agencies to coordinate effective support for those known to social care.

The school supports pupils with special educational needs and/or disabilities effectively, enabling them to participate fully in all aspects of school life. Adaptations to the physical environment ensure that pupils can access assemblies, educational visits, and other school activities alongside their peers.

Staff identify pupils who are at the early stages of learning English promptly and provide the specialist support they need to access the curriculum and make sustained progress.

Leaders use additional funding appropriately to improve disadvantaged pupils' academic outcomes and broader experiences. A wide range of strategies have helped to strengthen outcomes, particularly in English.

Leaders have established an effective pastoral system that includes qualified counsellors who support pupils experiencing mental health and wellbeing difficulties. When alternative provision is in a pupil's best interests, leaders select and monitor it carefully to ensure it meets their needs.

The Base provides high-quality support for pupils with autism spectrum disorder. Clear leadership and positive relationships help pupils feel secure and valued. Parents and external partners recognise the provision's positive impact, particularly in supporting pupils' transition to secondary school. Staff successfully support pupils to access mainstream lessons and learn alongside their peers.

Leaders recognise that some aspects of personalised support would benefit from closer monitoring. Strengthening this oversight will help leaders evaluate impact more precisely and refine support promptly when needed.

Leadership and governance

Expected standard 

Leaders have a clear and accurate understanding of the school's context and the needs of its pupils. They evaluate the school's effectiveness thoughtfully and identify strengths and areas for development with precision.

Governors fulfil their statutory responsibilities effectively. They understand the school's priorities well and provide an appropriate balance of challenge and support, helping leaders to maintain focus on continued improvement.

Leaders provide a comprehensive programme of professional development that aligns with school priorities and supports staff at every stage of their careers. Early career teachers benefit from a well-structured induction programme that helps them develop their practice with confidence. Staff also have meaningful opportunities to contribute to whole-school improvement initiatives and expand their leadership skills and expertise. Staff speak positively about working at the school and value the way leaders take workload and wellbeing into account when making decisions.

Leaders work effectively with parents, carers, external agencies, and professional partners to enhance the support available to pupils. Strong partnerships with universities and local schools make a valuable contribution to the school's improvement work and help leaders strengthen provision further.

Leaders act in the best interests of vulnerable pupils and pupils with special educational needs and/or disabilities. They carefully consider decisions affecting these pupils and ensure that support is tailored to meet their needs. Where alternative provision is appropriate, leaders use it effectively to help pupils achieve positive outcomes.

Staff value the opportunities they have to contribute to school improvement. They report that leaders actively encourage feedback, listen to their views, and provide support when needed. This helps to foster a positive and collaborative professional culture.

Leaders have identified relevant and appropriate priorities for further improvement and are taking effective action to address them.

Personal development and wellbeing

Expected standard 

Leaders have designed a well-planned and comprehensive personal development programme that supports pupils' wider growth and prepares them well for life beyond school. The programme covers all statutory aspects of personal, social, health and economic (PSHE) education and equips pupils with the knowledge and understanding they need to make informed decisions.

Through the PSHE curriculum, pupils develop secure knowledge of important topics. They understand how to keep themselves safe both online and offline, maintain healthy relationships, and seek support when they have concerns.

Leaders promote values such as respect, equality, and inclusion effectively. Initiatives such as 'My Hair, My Rules' encourage pupils to respect others and develop an appreciation of the diversity within their communities. As a result, pupils understand the importance of treating others with dignity and respect.

Opportunities such as 'Votes for Schools' enable pupils to discuss current issues, deepen their understanding of democracy, and express their views thoughtfully and respectfully. These experiences help pupils develop confidence in sharing their opinions while listening to the perspectives of others.

The school's careers programme provides pupils with meaningful encounters with employers. These opportunities broaden pupils' aspirations, increase their awareness of future possibilities, and help them understand the wide range of education, employment, and training pathways available to them.

Leaders provide effective support for pupils as they prepare to leave school. Where necessary, this support continues beyond pupils' time at the school to ensure a successful transition.

Leaders also work to ensure that pupils who face additional barriers can access the school's wider personal development offer. Many pupils participate in the extensive range of enrichment opportunities available. Leaders continue to strengthen their evaluation of participation and impact so that they can identify more precisely where further action may be needed to increase engagement and ensure that all groups of pupils benefit fully from these opportunities.

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

Pupils quickly develop a strong sense of belonging because inclusion and equity underpin everyday school life. The school fosters a welcoming community where pupils feel valued and build positive relationships with staff. Staff know pupils well and understand their individual needs. As a result, pupils feel safe and secure. They know which trusted adults they can approach with concerns and have confidence that staff deal with bullying effectively. Pupils with special educational needs and/or disabilities, disadvantaged pupils, and other vulnerable groups participate fully in school life and access the same opportunities as their peers.

Pupils enjoy learning and engage with a broad and balanced curriculum. Teachers plan learning carefully so that pupils build their knowledge and understanding over time. When pupils need additional support, staff provide it promptly and effectively. Pupils achieve broadly in line with national averages across a range of subjects, particularly in English and modern foreign languages. Disadvantaged pupils also achieve well.

Pupils attend regularly. When barriers to attendance arise, the school works closely with families to ensure pupils can participate fully in school life. Pupils behave well because staff set clear expectations and apply them consistently. Where pupils need additional support, targeted interventions, including alternative provision where appropriate, help them engage positively with school and succeed.

Pupils benefit from a wide range of enrichment opportunities within a creative and inclusive school community. Educational visits and experiences such as 'Dream Days' broaden their cultural understanding and raise their aspirations. 'Discovery Days' prepare Year 9 pupils well for choosing their option subjects. Together, these experiences nurture pupils' interests, broaden their horizons, and prepare them effectively for the next stage of their education.

Next steps

- Leaders should strengthen the consistency with which adaptations are implemented so that barriers to learning are removed effectively and all pupils, including pupils with special educational needs and/or disabilities achieve highly.
 - Leaders should continue to strengthen the consistency of teaching across all subjects so that pupils develop secure knowledge across the curriculum.
 - Leaders should continue to refine their evaluation of the school's provision so that they can identify more precisely where further improvements will have the greatest impact for different groups of pupils.
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About this inspection

The chair of the board of governors in this school is Sid Hughes.

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 HMI.

Inspectors spoke with the headteacher, a range of senior leaders, staff and pupils, school governors and a representative from the local authority during the inspection.

The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

The school includes provision for Autistic Spectrum Disorder for 12 pupils.

The school currently makes use of 3 alternative provisions, including 2 that are unregistered.

Emma Thurston: Headteacher

Lead inspector:

Duncan Kamy, His Majesty's Inspector

Team inspectors:

Vikram Gukhool, Ofsted Inspector

Terry Millar, Ofsted Inspector

Kevin Burke, Ofsted Inspector

Mel Bignold, 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 23 June 2026

School and pupil context

Total pupils

881

Close to average

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.

National average: 1,067

School capacity

900

Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 1,154

Pupils eligible for free school meals (FSM)

46.54%

Well above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 28.9%

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

5.79%

Well above average

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.

National average: 3.09%

Pupils with special educational needs (SEN) support

12.15%

Close to average

What does this mean?

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

National average: 13.4%

Location deprivation

Above 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)

Resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

Type of specialist provision (if applicable)

ASD - Autistic Spectrum Disorder

What does this mean?

The type of Special Educational Needs provision provided at the school (if applicable).

All pupils' performance

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	42.3%	45.4%	Close to average
2023/24 (final)	40.4%	45.9%	Close to average
2022/23 (final)	40.6%	45.3%	Close to average

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	47.7	46.1	Close to average
2023/24 (final)	44.6	45.9	Close to average
2022/23 (final)	43.4	46.3	Close to average

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	0.05	-0.03	Close to average
2022/23 (final)	-0.16	-0.03	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	23.1%	25.8%	Close to average
2023/24 (final)	32.9%	25.8%	Close to average
2022/23 (final)	21.3%	25.2%	Close to average

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	38.9	34.9	Close to average
2023/24 (final)	39.4	34.6	Close to average
2022/23 (final)	34.6	35.0	Close to average

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.29	-0.57	Close to average
2022/23 (final)	-0.76	-0.57	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	23.1%	53.1%	-30.1 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	32.9%	53.1%	-20.3 pp
2022/23 (final)	21.3%	52.4%	-31.1 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	38.9	50.4	-11.5
2023/24 (final)	39.4	50.0	-10.6
2022/23 (final)	34.6	50.3	-15.7

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	-0.29	0.16	-0.45
2022/23 (final)	-0.76	0.17	-0.93

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers (revised)	93%	92%	Average
2022 leavers (revised)	94%	93%	Average
2021 leavers (revised)	91%	94%	Average

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	7.3%	8.4%	Close to average
2023/24 (3 term)	7.4%	8.9%	Below
2022/23 (3 term)	8.3%	9.0%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	22.2%	23.4%	Close to average
2023/24 (3 term)	22.0%	25.6%	Close to average
2022/23 (3 term)	24.3%	26.5%	Close to average

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.

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