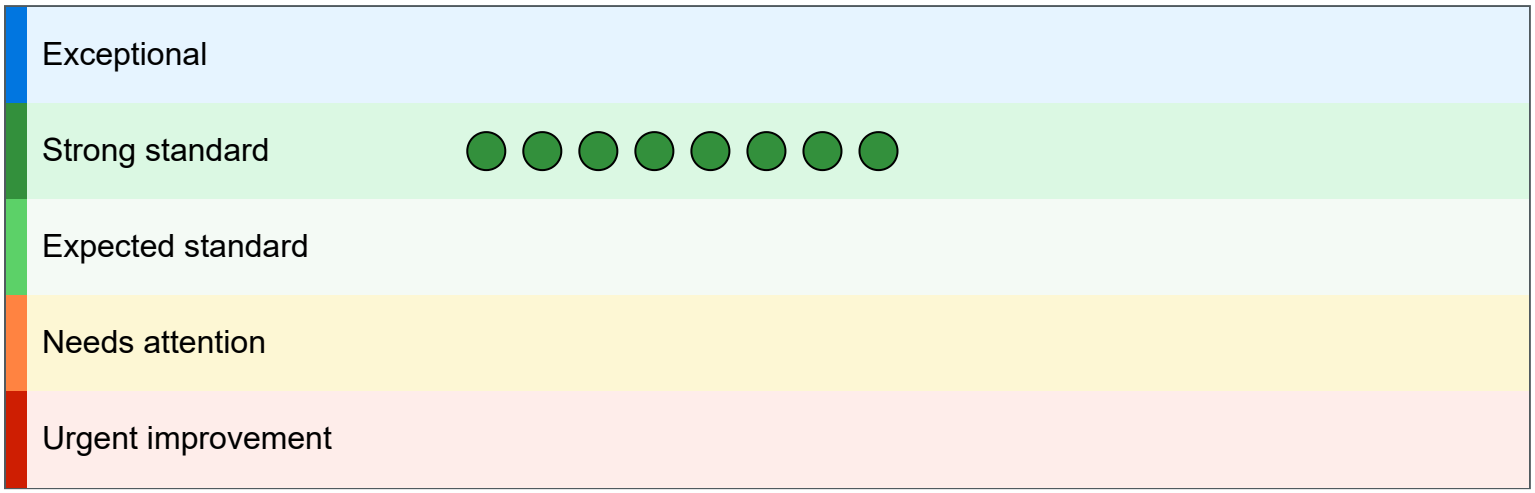
The Swedish School

Address: 82 Lonsdale Road, London, SW13 9JS

Unique reference number (URN): 102948

Inspection report: 8 September 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.

Strong standard

Achievement

Strong standard

Pupils achieve very well at this school. Across the curriculum, pupils produce work of a consistently high quality. Tasks are carefully selected to support both engagement with and enjoyment of learning, while maintaining high expectations. Pupils' achievement in all aspects of their development is well understood by leaders and other staff. Regular and established opportunities to review pupils' achievement enables leaders and staff to implement timely and bespoke support. As a result, pupils flourish.

The school's approach, including play-based activities in the younger years, ensures that pupils develop key learning behaviours, such as increased engagement and attention and interaction successfully. As a result, pupils demonstrate positive learning habits and high levels of independence.

In Swedish national tests, all pupils, including those with special educational needs and/or disabilities, typically achieve above the Swedish national averages. This puts pupils in a very positive position when making their post-16 choices about education or training and reflects the high aspirations that leaders and staff have for all pupils.

Attendance and behaviour

Strong standard

Overall, leaders have focused on making sure pupils feel that they really belong at the Swedish School. This has a positive impact on both attendance and behaviour. Leaders meticulously track attendance and analyse trends and patterns, using this information to put appropriate support in place when needed. They intervene as early as possible to reduce any potential barriers to attendance. The school's approach is thoughtful, positive and highly individualised. As a result, attendance across the school is excellent.

Leaders have created a culture where pupils behave maturely and responsibly. High expectations are understood and clear routines are well embedded. Staff model these expectations clearly and consistently which helps pupils to behave well. These clear expectations also help new pupils and those who may have additional to settle quickly and behave positively when they join the school. Pupils consistently behave with very high levels of respect for each other and for adults who work at the school. Pupils are systematically taught how to work together. This means that classrooms are calm and routines are well embedded. Pupils learn what it means to build friendships and be part of a supportive school community. Discriminatory behaviour and bullying is never tolerated.

Curriculum and teaching

Strong standard

Leaders have a well-informed understanding of the quality of the curriculum and teaching across the school. They have ensured that pupils consistently benefit from a high-quality curriculum that is well planned and sequenced. Resources that are with precision to enhance and guide pupils' learning. Through regular review and refinement, driven by high ambitions for pupils, leaders ensure the curriculum remains at a consistently high quality

and meets the needs and aspirations of all their pupils, including those who may face barriers to their learning.

Teachers know their subjects well. They take great care in designing lessons that allow pupils to build on what they already know. Alongside this, staff skilfully check on how well pupils learn the curriculum. Staff demonstrate a deep understanding of individual needs within the calm and respectful classroom environment. This is particularly important, as pupils often join the school at different times during the year.

Staff promote reading across the curriculum. Pupils enthusiastically engage with a wide range of both Swedish and English reading books. They regularly spend time reading across the curriculum and for pleasure. This helps them to become confident, fluent readers. Pupils are encouraged to use subject-specific vocabulary and there are frequent opportunities to develop their oracy. As a result, pupils show an impressive ability to speak about their learning and contribute confidently to discussion.

Early years

Strong standard

Children in the early years make an excellent start to their education in the warm and nurturing early years provision. There is a embedded sense of belonging underpinned by secure relationships between staff and children. Adults know children very well. They understand when to step back to promote independence and when to intervene to move learning forward; they do this with precision. Interactions are warm, purposeful and rich in language, both in Swedish and English. Children's welfare needs are also supported. As a result, children flourish. They settle quickly, understand routines and engage confidently in learning.

The school delivers the Swedish pre-school curriculum. This is meticulously organised into manageable steps to ensure children acquire the the foundational knowledge that they need. There is a focus on play, social development and emerging literacy of handwriting and reading. Vocabulary is explicitly taught, and children are encouraged to articulate their feelings and to regulate their emotions. Children enjoy coming to school and are focussed and fully involved in their learning. High quality interactions throughout the day, ensure success and proactively engage all children, including those who are quieter, less confident or need additional support.

Children thrive here because of the supportive atmosphere and structured learning they experience. They are very well prepared for the next stage of their learning.

Inclusion

Strong standard

Leaders place inclusion at the heart of their work. When pupils join the school, leaders take considerable care to understand their background and needs. This ensures that from the moment pupils start, they experience the school's culture of inclusion and belonging.

Leaders act with care when devising plans to support pupils with special educational needs and/or disabilities (SEND). Leaders share important information about pupils with teachers so they know how to best support them in lessons. As a result, staff are very knowledgeable about pupils' individual targets and learning needs and they use the most appropriate

approaches with a high level of consistency. Teachers and teaching assistants find the appropriate balance of monitoring and support; they know when to intervene if a pupil with SEND is struggling with an idea or concept.

Regular staff training and updates from leaders, including guidance on how to support specific needs, helps to drive the inclusive and ambitious culture of the school. Leaders ensure that pupils SEND and those who may face other barriers to learning benefit from the wide range of opportunities available to them. As a result, pupils develop confidence, resilience and a strong sense of belonging.

Leadership and governance

Strong standard

Leaders, including the proprietor body, know their school and provision extremely well. They understand their statutory duties and as a result the independent school standards are fully met. Leaders consistently work in the best interests of their pupils and their wider community. They communicate a clear vision for the school. They empower staff to live out this vision through their high expectations and pupil-centred approach. Leaders ensure that they regularly review the impact of the actions they take to develop the school. This is underpinned by accurate analysis, well-considered planning and a dedication to making change sustainable. Even though the school is highly successful, leaders are not complacent in their ongoing plans for further improvements. The trust board are experienced, skilled and knowledgeable. They offer robust challenge and support and share leaders' significant determination to improve the school further.

Staff are proud to work here and feel very well supported. This is because leaders have created a well-structured and purposeful environment in which staff feel genuinely supported, valued and equipped to do their jobs effectively. Leaders make sure staff benefit from appropriate and effective professional learning. Leaders take staff wellbeing seriously. High expectations are balanced with thoughtful systems, shared responsibility and autonomy.

Parents and carers value the high-quality education, pastoral care and wider experiences that their children receive. They recognise and value the way in which their children's education supports them to be successful in the UK or if they return to Sweden.

Personal development and wellbeing

Strong standard

Pupils' personal development sits at the heart of the school. There is a comprehensive personal, social, health and economic education curriculum that is carefully designed to enrich the both the experiences and the knowledge of all pupils at the school. This incorporates relationships, sex and health education. It builds pupils’ understanding over time and prepares them very well for the future.

Leaders have thought carefully how pupils learn about diversity and difference. The impact of the programme is clear. Pupils develop a deep knowledge of different cultures and religions. They are able to reflect thoughtfully on important social issues and demonstrate this through the respectful and caring way they treat each other. Pupils build a secure understanding of concepts such as democracy. They speak confidently about how members of the school council help them to improve the school.

Pastoral care is highly effective here. Staff take their responsibility as role models for pupils very seriously. Pupils are known well as individuals and leaders carefully track, anticipate and build upon pupils' needs and abilities.

Pupils experience a wide and exciting enrichment offer. This include residential trips across the UK, as well as study visits to the British Museum, Parliament, Westminster Abbey, the National Gallery and Kew Gardens. The school's annual 'Nobel week' incorporates a range of competitions culminating in a celebration dinner where pupils serve one another and celebrate their achievements.

The school's work on careers education supports pupils' readiness for their next steps. Pupils take part in 'entrepreneurial week' which develops their business skills as well as their confidence and teamwork skills. Older pupils have the opportunity to visit places of work and hear from local colleges. Leaders ensure that there is careful and bespoke support in place to help pupils as they transition out of this school environment and back to their home schools or their next educational destinations. This includes ensuring that the successes that they have experienced in this setting can be replicated beyond its walls.

Post-16 provision

Strong standard

Students experience an incredibly rich, vibrant and well-thought-out sixth-form experience. Many students join the sixth-form for only a short time before returning to their home school in Sweden. However, for all students, their time in the post-16 provision enables them to build on their ambitions and expand their knowledge of the wide range of future possibilities.

Teaching is highly effective and staff understand when to provide support and when to promote greater self-reliance. Consequently, students grow in confidence and become increasingly independent over time. Students demonstrate mature study habits and produce sophisticated work in lessons. Leaders monitor progress closely and intervene quickly when needed, ensuring that all students achieve well.

Students benefit from an enrichment programme that offers a diverse range of opportunities, including a wide range of study visits. Leaders ensure all students engage in local and national trips to enhance their time in London school. For example learning about British culture and taking advantage of the diversity in London. The programme promotes resilience and independence.

Preparation for next steps is very well developed. All students receive personalised careers guidance and structured follow up. Students understand the choices available to them and feel well supported to make informed decisions about their futures. A very high proportion of students achieve places on highly competitive university courses, in the UK, Sweden and internationally.

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

Pupils thrive at this small and friendly school. From the moment a pupil joins, staff take the time to get to know each pupil as an individual. This helps pupils to feel safe, understood

and accepted. As a result, pupils consistently describe the school as a family. They understand their voices are heard and they speak highly of their teachers and the support they receive. This sense of belonging contributes to very high attendance across the school.

Pupils benefit from a well thought out and high-quality personal development programme. They involve themselves in all aspects of school life with enthusiasm. For example taking part in a vast array of trips and visits including residential trips throughout the UK. As a result of the school's highly effective work, pupils are taught how to thrive in modern Britain. They take on meaningful leadership roles which help them to develop confidence, resilience and independence. They are very well prepared for their next steps.

Pupils show commitment to their learning and they work very hard in their lessons. They behave with very high levels of respect at social times. Clear routines throughout the school day support pupils to show self-discipline. They have confidence that staff will respond swiftly to their needs and help if they have problems. Pupils value the friendships they develop in school. They understand that difference is to be celebrated. Pupils know that bullying is not tolerated. They report any unkind behaviour and it is dealt with rapidly and effectively.

Pupils and students in the sixth form are well prepared to take the next steps in their learning. This is evident in their examination outcomes and in the quality of the choices they make for their futures. Pupils leave school ready for their next steps with the knowledge and skills that they need to be successful.

Next steps

- Leaders and those responsible for governance should ensure continued improvement to their curriculum implementation to achieve and sustain their excellent standards of teaching to have a transformational impact on the achievement of all pupils, particularly those with special educational needs and/or disabilities.

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.

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.

Inspectors spoke with the headteacher, the deputy and other school leaders. They also met with representatives from the proprietor board, teachers, support staff and pupils during the inspection.

The fees currently charged are between £14,080 and £17,400.

The school email address is office@swedishschool.org.uk

The inspectors confirmed the following information about the school:

The school runs provision for 2-year-olds.

The school has an exemption from the learning and development requirements of the early years foundation stage.

The school has undergone significant changes since the previous inspection. A new headteacher has taken up post.

The school is registered to admit 330 pupils. At the time of inspection, the roll was 189.

The proprietor body is the Swedish School Society Ltd.

The chair of the proprietor body is Klaus Bassler.

Headteacher : Anette Elving Ferm

Independent school standards

Independent school standards are either met or not met for each category.

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1. Quality of education provided — Standards met

All standards have been met.

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2. Spiritual, moral, social and cultural development of pupils — Standards met

All standards have been met.

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3. Welfare, health and safety of pupils — Standards met

All standards have been met.

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4. Suitability of staff, supply staff, and proprietors — Standards met

All standards have been met.

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5. Premises of and accommodation at schools Standards met

All standards have been met.

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6. Provision of information Standards met

All standards have been met.

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7. Manner in which complaints are handled Standards met

All standards have been met.

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8. Quality of leadership in and management of schools Standards met

All standards have been met.

Lead inspector:
Sam Johnson, His Majesty's Inspector

Team inspector:
Sahreen Siddiqui, 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 8 September 2026

Total pupils

189

School capacity

330

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

1

Pupils with special educational needs (SEN) support

9

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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