

# Twickenham Academy

Percy Road, Twickenham TW2 6JW

## Inspection dates

6–7 November 2013

Overall effectiveness	Previous inspection:	Not previously inspected	
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Students do not make consistently good progress across the school.
- Teachers do not always use information on students' progress to plan work at appropriate levels, so it is sometimes a little too easy for the most able students and too hard for less able students.
- Marking does not give students clear steps to help them understand how to improve their work and to help them take responsibility for their own learning.
- Opportunities for students to work in groups or on their own are limited and as a result, they are not confident at working by themselves.
- The systems used to collect and analyse information on students' progress are too complicated and not understood by all staff.
- Subject leaders do not share best practice across their subject areas and the school so that any variation in subject performance can be reduced.
- The sixth form requires improvement because teaching and achievement are not good and the processes for checking on these are not sufficiently rigorous and robust.
- Leaders, managers, members of the trust and academy council have not ensured that teaching and achievement have improved enough over time to be good.

### The school has the following strengths

- The proportion of students achieving five good GCSEs including English and mathematics rose by 10% in 2013. Students achieved the best results in English and mathematics in 2013 since the academy opened.
- Attendance has improved and incidents of poor behaviour and exclusions have reduced. Students say they feel safe in the academy.

## Information about this inspection

- The inspection team observed 38 lessons or part-lessons, some of these with members of the senior leadership team. Inspectors also observed senior leaders feeding back to staff on students' learning and progress in lessons.
- Inspectors held meetings with the Chief Executive of the Academy Trust and the Interim Chair of the Academy Council, staff and two groups of students.
- The inspection team considered the responses to the 47 responses to the online survey Parent View, correspondence from parents and questionnaires completed by 39 staff.
- The inspection team observed the school's work, and reviewed records on students' recent attainment and progress, documents evaluating the school's work and plans for the future, those relating to the management of the performance of staff, and minutes of meetings of the academy council as well as safeguarding, behaviour and attendance records.

## Inspection team

Susan Williams, Lead inspector	Additional Inspector
Jennifer Bax	Additional Inspector
Ogugua Okola-Angus	Additional Inspector
Kanwaljit Singh	Additional Inspector

## Full report

### Information about this school

- The school is smaller than the average-sized secondary school.
- The majority of students are White British with others from a range of different backgrounds, with a few being from other White backgrounds. The proportion of students whose first language is not English is around twice the national average.
- The proportion of disabled students and those who have special educational needs supported at school action is broadly average. The proportion supported at school action plus or with a statement of special educational needs is above average.
- The proportion of students for whom the school receives the pupil premium funding (additional funding for students known to be eligible for free school meals, children who are looked after by the local authority and those from service families) is above average.
- The school receives Years 7 and 8 catch-up funding for a few students. This is additional government funding for students who did not achieve the expected Level 4 at the end of Key Stage 2.
- A small number of students attend Richmond upon Thames College for part of the week to study vocational courses.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress in English and mathematics.
- The academy opened a new sixth form in September 2012.

### What does the school need to do to improve further?

- Improve teaching so that it is consistently good or better and achievement rises by:
  - ensuring teachers use information on students' progress to plan work at appropriate levels for all learners, including the most able so they are stretched, and the least able so that the work is not too hard
  - giving students regular feedback in marking, which they have the opportunity to respond to, so they can take more ownership of their own learning
  - ensuring teachers provide more opportunities for students to work on their own or in groups so they develop more independence in their learning.
- Improve the effectiveness of leadership and management by:
  - simplifying the use of information on students' progress so it is used and understood by all staff
  - developing the roles of subject leaders so best practice is shared more widely in subject areas and across the school so the variation in subject performance is reduced.
- Improve the leadership of the sixth form so achievement rises by ensuring the processes for checking on teaching and students' achievement are more rigorous and robust.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Achievement requires improvement because students do not make consistently good progress across the school. Although there were some improvements in 2013, there is too much variation in performance between different subjects at GCSE level.
- The proportion of students achieving five good GCSE grades including English and mathematics dipped slightly in 2012 and was below average. The school introduced a simple way of regularly tracking progress of students in Year 11 and ensuring staff and students knew exactly how well they were doing. This led to an improvement of 10% in the proportion of students achieving five good GCSEs, including English and mathematics, with this figure being similar to 2012's national average.
- The proportion of students achieving five GCSE's A\* to G is above the national average. Results in English GCSE improved by 12% in 2013 and in mathematics there was an improvement of 5%. These are the best results the school has achieved in these subject areas since the academy opened.
- In 2013, the school used early entry for some groups of students; this was specifically for higher sets and those students who may benefit from sitting exams at different times and was successful. Any students who did not get their target grade had the opportunity to retake the examination at a later date. The school has changed its policy for early entries this year, with very few students being entered for these.
- There had previously been some underperformance with some groups, including White British students, boys, disabled students and those with special educational needs. These groups made faster progress in 2013 although it is not yet consistently good across the school.
- Disabled students and those with special educational needs receive extra help in lessons and there are examples where teachers plan work specifically for these students and teaching assistant support is very effective. However, on occasions work is not specifically planned for these students and sometimes it is too hard. Students who speak English as an additional language make similarly mixed progress when compared to their peers in the school and nationally.
- Students known to be eligible for support from the pupil premium had not made very fast progress in the past. There was a gap of approximately two years in English and in mathematics in the last set of published data in 2012 between these students and others in the school. The school looked carefully at what extra help made the most difference and changed how it tracked the progress of these students. Students receive extra help in groups and on a one-to-one basis. Progress has improved for these students and gaps are starting to narrow across the school. This shows the focus of the school on ensuring equality of opportunity for students' learning so students now make faster progress.
- The school is focusing on developing students' reading with reading in tutorial sessions where students are encouraged to read a range of styles, including fiction and non-fiction books, and news items. Literacy is developed across the school, with different subject areas promoting the use of subject-specific words in lessons.
- The small number of students who receive extra support from the Years 7 and 8 catch-up funding are making faster progress than other students and are starting to catch up.
- The school checks regularly to make sure that the small number of students who are attending college courses are achieving well.
- Achievement in the sixth form requires improvement because students do not achieve well on courses, particularly in Year 13. The school does not track how well students are doing carefully enough to identify issues early and to give students extra help to make sure they do not fall behind.

**The quality of teaching****requires improvement**

- There is too much teaching in the school which requires improvement and not enough which is good so students do not make the progress of which they are capable. Teachers do not always use information on students to plan work at exactly the right level so that the most able students are stretched and less able students do not find the work too hard.
- Although there are a few examples of marking where students have opportunities to respond and think about their learning, for example in English and science, this is not consistent within subject areas and across the school. Students do not routinely know what their next steps in learning are and have time to reflect on these and consequently, they do not develop ownership of their learning in lessons.
- In some lessons, for example a Year 8 history lesson where students were learning about charity, students were given the opportunity to work in groups and justify distributing funds to different charities. Students were encouraged to think about their reasons and made good progress in their learning. However, opportunities for students to work on their own or in groups so they can develop more independence in their learning are not common throughout the school.
- In the sixth form, teaching requires improvement because teaching has not been strong enough to make sure students make good progress on their courses.

**The behaviour and safety of pupils****requires improvement**

- Behaviour requires improvement and is not yet good because many students' attitudes to learning are not always positive in lessons and this hinders their progress. Occasionally, they lose concentration, particularly if work is a little hard or a little easy or when there are long introductions and students do not have opportunities to get on with their own work.
- Behaviour has improved in the school since the academy opened. The number of incidents has reduced and both permanent and fixed-term exclusions have also lowered. Students from a wide range of backgrounds get on well with each other and there are very few racist incidents. The school is effective in promoting positive relations and ensuring discrimination is not tolerated.
- Students also say that behaviour has improved, although some say that on occasions, lessons are disturbed when students lose concentration. Students say that they feel safe in the school and are not concerned about bullying. Students know how to keep themselves safe such as on the internet and know about different types of bullying, including physical and cyber bullying. Students are confident that staff will help them if they have a problem.
- The school checks to make sure that the students who attend college courses attend and are well looked after during their time in other placements.
- Attendance has improved in the school, students attend regularly and are punctual to school and to lessons.

**The leadership and management****requires improvement**

- Leadership and management require improvement because senior leaders, academy council members and the trust have not ensured that teaching and achievement have improved enough to be good. Although the academy collects lots of information on students' progress, this is not used and understood by all staff to support students to achieve as well as they can.
- The leadership and management of the sixth form require improvement because students do not achieve well and how leaders check on teaching and monitor students' achievement are not sufficiently robust to ensure students make good progress.
- There are a number of newly appointed subject leaders who are very keen to lead developments in their areas. However, best practice is not shared within subject areas and across the school so the variation in subject performance reduces.
- The academy trust provides opportunities for joint training and links across the schools in the

group, from new teachers to principals, for sharing of good practice and expertise.

- The school's performance management system is linked to the national teaching standards and to the sponsor's own expectations of teaching. The school provides a range of training for staff and can draw on the expertise of the group to support staff at different stages of their career. There are examples of where the support that has been provided has led to improvements in teaching.
- The curriculum is focused on the belief that people are different and learn in different ways and at different rates. In Years 7 to 11, English, mathematics, science, modern foreign languages and information and communication technology are broken down into 40 steps for learning so students can progress to the next stage when they are ready. At Key Stage 4, students can choose from a wide range of GCSE options, along with a few vocational subjects.
- Students' spiritual, moral, social and cultural development is well promoted through exploring different beliefs and experiences through trips to local churches and a mosque. Students are encouraged to respect values by means of workshops and to reflect on their own experiences. Students are encouraged to appreciate different cultures through trips to India and New York and through workshops including dance, Vietnamese cooking and African drumming.
- **The governance of the school:**
  - The governance arrangements of the academy are shared between the academy trust and the local academy council. The trust oversees the academy budget and the chief executive of the trust carries out the performance management of the principal in consultation with the Chair of the Local Academy Council. Pay awards for staff who teach well and meet their targets are signed off by council members. They are aware of the overall quality of teaching in the school from trust and school observations. They know about improvements that have been made and where underperformance has been tackled in the past. They also have a clear understanding of the improvements that still need to be made in the quality of teaching. They have a thorough understanding of the published information on the school and how it compares with similar organisations. They meet with all subject leaders annually to discuss the analysis of exam results. They receive regular updates on students' progress across the academy and know how the Year 7 catch-up and pupil premium funding is being spent and that progress for these students is improving. The trust and academy council ensure safeguarding meets statutory requirements.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	136104
<b>Local authority</b>	Richmond
<b>Inspection number</b>	399824

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Secondary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	792
<b>Of which, number on roll in sixth form</b>	90
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Warren Wilkinson (Acting)
<b>Principal</b>	Nick Jones
<b>Date of previous school inspection</b>	Not previously inspected
<b>Telephone number</b>	0208 894 4503
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