

# Teddington School

Broom Road, Teddington, TW11 9PJ

## Inspection dates

26–27 February 2014

Overall effectiveness	Previous inspection:	Not previously inspected	N/A
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Achievement is good. The great majority of students make strong progress through both key stages. The percentage of students attaining five or more GCSE passes at grades A\*-C, including English and mathematics, is consistently above average.
- Teaching is good in the great majority of lessons and is sometimes outstanding. Most teachers set high expectations, match the work closely to students' needs and motivate them well.
- Safeguarding is good. Students say they feel safe and happy in school and their well-being is given high priority by all staff and governors.
- Behaviour is good. The vast majority of students have positive attitudes to learning and their behaviour in lessons and around the school is very orderly and shows respect and courtesy for others.
- The school's senior leaders and governors are totally committed to improving the school. Their passion and determination have brought about significant improvements in teaching, achievement, attendance and behaviour.

### It is not yet an outstanding school because

- Some teaching requires improvement in order to raise achievement even further.
- Students that are eligible for the pupil premium are making less progress than they are capable of, especially in mathematics.
- On occasion, the chatter and fidgeting of some students slow their learning.

## Information about this inspection

- Inspectors observed 52 lessons or part lessons, of which eight were observed jointly with the acting headteacher or senior leaders.
- The inspectors talked with students, looked at samples of their work, and listened to a group of Year 7 students read.
- Meetings were also held with teachers, a group of governors, the acting headteacher, the senior leadership team, and the school’s other leaders. A telephone conversation was held with a representative of the local authority who has maintained contact with the school.
- The inspectors took account of the 262 responses to the online questionnaire, Parent View, the 750 responses to the school’s own parent survey, a letter from a parent, and 33 questionnaires returned by school staff.
- The inspectors observed the work of the school and looked at many documents, including minutes of governing body meetings, the school’s checks on how well it is doing, the school’s development plan, performance management documentation, planning documents, monitoring and assessment information, school policies, and records relating to attendance, behaviour and safety.

## Inspection team

John Collins	Lead inspector	Additional Inspector
Andrew Lyons		Additional Inspector
Karen Roche		Additional Inspector
Gillian Walley		Additional Inspector
Trevor Woods		Additional Inspector

## Full report

### Information about this school

- The school is larger than the average-sized secondary school. Teddington School converted to become an academy school in January 2012. When its predecessor school, also known as Teddington School, was last inspected by Ofsted, it was judged to be good.
- Most students are White British. The proportion of students from minority ethnic backgrounds is well below the national average but about one tenth are East European. Although some students are at an early stage of English language acquisition, most have good command of the English language.
- Alternative education is provided on a part-time basis for a small number of Year 10 and 11 pupils at Richmond upon Thames College, West Thames College, Richmond Adult Community College, Feltham Skills Centre. .
- Approximately one in six of the students are eligible for the pupil premium, which is well below the national average. Pupil premium provides additional funding for children in the care of the local authority, pupils known to be eligible for free school meals and those from service families.
- The proportions of disabled students and those with special educational needs supported through school action is average. The proportion supported at school action plus is also average. The proportion of students with statements of special educational needs is above average.
- The school met the government's current floor standards, which set the minimum expectations for students' attainment and progress.
- The previous headteacher retired in May 2013 and the deputy headteacher took up the role of acting headteacher. The post was advertised and a new substantive headteacher will take up his role in April 2014.
- The school appointed a new Chair of Governors, 10 new governors, and a new coordinator for special educational needs in September 2013.

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

- Increase the proportion of teaching that is good or better by:
  - raising teachers' expectations of what pupils can do
  - ensuring teachers' written feedback to students is regular, accurate, and makes clear what they must do to improve their work.
- Reduce the gap in achievement between students supported by the pupil premium and other students, especially in mathematics, by:
  - giving more emphasis to their learning of basic number facts
  - providing additional help to meet their individual needs.
- Improve behaviour to outstanding by:
  - making sure that there is no distracting fidgeting or chatter in lessons.

## Inspection judgements

### The achievement of pupils is good

- About half the students that join the school have achieved above average levels in the national tests. However, the attainment of the great majority of students by the end of Year 11, in most subjects, including English and mathematics, is above national averages and progress is high compared to national figures.
- School information and inspection evidence confirm that the current achievement of students in both Key Stage 3 and Key Stage 4, including that of disabled students and those with special educational needs, has improved significantly over the past year and is above that expected for their ages. In particular, the proportion obtaining the highest grades in GCSE has increased and the proportion obtaining five A\* to C grades, including mathematics and English, is well above the national average. This reflects the improvements in the quality of teaching over the past year.
- However, the progress of students supported by the pupil premium, especially in mathematics, remains less than that of other students. In 2013, the achievements of eligible students were nearly two years behind other students in the school, in both English and mathematics. This is largely because intervention programmes for those falling behind were not specific to their individual needs.
- School records and inspection evidence indicate that currently in Year 11, the achievement gap in English is closing rapidly and is about three terms, but the gap in mathematics is about four terms. The gap in other year groups is about two terms and closing.
- The school makes excellent provision for its most able students, for example through extra-curriculum activities, attendance at Oxford and other universities' 'taster days', and provision of GCE advanced level work. These students also have the opportunity to attend one-day events on mathematics, science, drama and art through membership of the Hampton Independent School Partnership and other groups. The impact of these activities is seen in the in-depth learning they have acquired.
- Students that join the school with below average reading scores benefit greatly from the Year 7 'catch-up' programme and some make exceptionally good progress. Reading and oracy programmes are used with all students and are having a good impact on their reading and language development. As a result, almost all students read widely for pleasure and are confident fluent English speakers.
- Students are entered early for GCSE mathematics and this has resulted in some students not achieving the best grades of which they are capable at the first attempt. The school is wisely reviewing this policy. However, all students continue their study of mathematics through to Year 11 regardless of their early entry grade; those that have achieved higher grades proceed to take more advanced (additional) mathematics into Year 11.
- The school makes sure all students have equal opportunities for learning that are appropriate to their needs. A small number of Year 10 and 11 students attend practical, part-time courses at Richmond College. Senior teachers from Teddington check their progress, attendance and safety closely and they are doing well.

### The quality of teaching is good

- The quality of teaching in almost all subjects is good. In the great majority of lessons, it is typically good and is sometimes outstanding. However, there remains a relatively small proportion of teaching that requires improvement and that is why teaching is not outstanding.
- In mathematics and in English, almost all teaching is good and much is outstanding; as a result, levels of numeracy and literacy are good. Almost all teachers use information about students' progress effectively to make sure work for all groups is suitably demanding. This has had a clear impact on raising standards in both subjects.

- Teaching assistants work closely with teachers and often provide skilful support to small groups and individual students in their learning. As a result, most of these students make good progress.
- Teachers in all subjects support the development of students' literacy skills effectively. Students who have difficulty in English and/or mathematics benefit from small-group work and one-to-one teaching to enable them to catch up rapidly with their classmates.
- Although the majority of teachers give high quality advice and guidance, some do not provide sufficient written information to enable students to understand what they have to do to improve their work. Furthermore, some of these teachers provide work that students say is too easy for them.
- The school provides well for students' spiritual, moral, social and cultural development in many ways, for example through assemblies, encouraging students to work together in lessons, through teaching about the school's values, and learning and participating in activities with other more multicultural schools locally and abroad.
- The overwhelming majority of parents who responded to Parent View said that teaching was good and the great majority were pleased with the quality of homework set.

### **The behaviour and safety of pupils are good**

- The behaviour of students is good. This is because the great majority of students have very positive attitudes to learning and this is a consequence of their strong relationship with teachers. They take part in learning activities enthusiastically, and ask and answer questions confidently and competently. They work well independently and with others.
- Students have high levels of motivation and it is clear that they strive to do well. This is evident in the careful and systematic way most students present their written work. They make effective use of teachers' comments for improvement when they are given them.
- Although the vast majority of students are keen to learn, at times, where teachers have not made their expectations clear, students indulge in low-level chatter and some students present work that is untidy and lacking in care. For these reasons, behaviour is not outstanding.
- A consequence of students' eagerness to learn, and good checking by staff, is that their attendance has improved and is now at the national average.
- There are clear indications of the good impact of the school's values and caring ethos. For example, students regularly organise charity events and raise money to help others. In 2013, a group of students visited a school for underprivileged students in South Africa, taking clothes, books and food with them. The Year 11 students involved described this to an assembly for Year 8 students; they sat quietly, clearly in awe and appreciation of the vivid descriptions given of the visit.
- Behaviour around the school and in the play areas is exemplary. During a rainy lunchtime, students chatted quietly and politely in the dining and other areas. Almost all students are well mannered and courteous to each other, and to adults. They show respect for each other's feelings, views, beliefs and property.
- The school does much to create a culture of caring and the pastoral care system provides excellent support for all students, for example through the restorative approach, in which students are helped to accept the consequences of their actions and to take responsibility for repairing their relationships.
- The school's work to keep students safe and secure is good; it is given high priority by staff and governors. With very few exceptions, students say they feel safe and are happy at school.
- Students have a good awareness of unsafe situations, including internet safety and road and rail safety, and they know how to keep safe. Students throughout the school know the importance of exercise and are knowledgeable about healthy eating.
- Students say bullying rarely happens but if it does, and the teacher is told, it is dealt with swiftly and effectively. They know that other students provide excellent support when they share any worries. They are very tolerant of the differences in others and know that if they are worried,

they can also talk with an adult in the school.

- The very positive views of the majority of parents and staff support the inspection findings about behaviour and safety.

## **The leadership and management are good**

- The acting headteacher is providing clear and effective leadership to the school. He is strongly supported by senior leaders. All are passionate about improving the school and the achievements of its students. They have made sure that all staff, parents and students have a clear understanding of the school's aims and their part in achieving the school's vision.
- There is a clear focus in the school on consultation and working as a team. This has secured high levels of commitment from the enthusiastic staff and raises the aspirations of all in the school.
- Students say they appreciate the fact that senior leaders acknowledge the contributions that they make to school policy and activities by carrying out many of their ideas and opinions. For example, they were consulted on the design of the new school building and some of their ideas were used.
- Leaders at all levels influence decision-making and take an active part in leading improvement activities. Subject and other leaders in particular are knowledgeable, incisive and committed to improvement in the areas they lead.
- The school's own checks on its strengths and weaknesses are accurate and its plans for improvement are correctly focused on improving teaching, attendance and students' achievement. Teaching and learning are well managed and are good as a result.
- The school has received good support from external improvement consultants. However, the local authority continues to offer support on future curriculum and building development requirements and the school, encouraged by the local authority, benefits from attendance at meetings with other local schools.
- The school meets the requirements of the National Curriculum in offering the required wide range of well-planned learning activities, including sport, which motivates the students and helps them to develop well, academically and personally. The school responds very well to the interests of small groups and individual students, for example in offering support for entry to GCSEs in Japanese, Mandarin, and astronomy.
- Students say they appreciate the careers advice offered from Year 9 on. However, it is expected that careers advice would start in Year 8; the school plans to begin this in September 2014 as it has only recently made the transition to an academy and is currently heavily engaged in preparing for its first cohort of post-16 students.
- The school is very inclusive and discrimination of any kind is not allowed.

### **■ The governance of the school:**

- The relatively new, but well-trained, governing body shows great determination and commitment to making sure the school becomes outstanding in all respects. Governors know the school's strengths and weaknesses and how students' achievements compare with those of similar schools nationally. They hold the school to account very well through regular meetings with senior leaders and their support and challenge have contributed to good improvements in the quality of teaching, behaviour and attendance. They take part in checks of the school's performance, visit lessons and events, and check the progress of disabled students, those with special educational needs, and safeguarding on a frequent basis. They are aware of the need to improve the progress of students eligible for the pupil premium and make regular checks on the effectiveness of interventions. Their passion for improvement is evident in their funding of the programme to help good teachers become outstanding, and making sure that teachers requiring improvement receive proper guidance. Governors are knowledgeable about the quality of teaching, and are very much involved in decisions about teachers' status and pay; they use safe recruitment procedures and do not permit unjustified

promotion or salary increases. They ensure that all statutory requirements are met, and have the capacity to assist the school with further improvements.

## 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>	138460
<b>Local authority</b>	Richmond Upon Thames
<b>Inspection number</b>	431306
<b>Type of school</b>	Comprehensive
<b>School category</b>	Academy alternative provision converter
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	1171
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Alison Purdue
<b>Headteacher</b>	Jeremy Law (acting headteacher)
<b>Date of previous school inspection</b>	Not previously inspected
<b>Telephone number</b>	0208 943 0033
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