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Ms Assal Ruse
Principal
Twickenham School
Percy Road
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Dear Ms Ruse

No formal designation inspection of Twickenham School

Following my visit with Bruce Goddard, Ofsted Inspector, to your school on 18–19 September 2019, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. Thank you for the help you gave me and the time you took to discuss safeguarding in your school.

The inspection was carried out in accordance with the no formal designation procedures and conducted under section 8 of the Education Act 2005. The inspection was carried out because Her Majesty's Chief Inspector wished to determine the effectiveness of safeguarding arrangements at the school.

Evidence

Inspectors considered evidence that included the single central record and other documents relating to safeguarding and child protection arrangements. They met with the headteacher and other senior leaders, the chief executive officer, the school improvement partner, a selection of governors (including the chair of governors), the special educational needs coordinator (SENCo) and a representative of the local authority.

Inspectors spoke with pupils and school staff, both formally and informally, during breaktimes. They met with a parent, considered 80 responses to Ofsted's online survey, Parent View, and reviewed parents' emails received during the inspection. They also looked at parent surveys conducted by school leaders. An inspector visited personal, social, health and economic (PSHE) education lessons. They scrutinised attendance and exclusion information. An inspector met with the school counsellor, the safer schools officer and the education welfare officer.

Having evaluated the evidence, I am of the opinion that at this time:

Safeguarding is effective.

Context

The school is smaller than the averaged-sized secondary school. A fifth of pupils are known to be eligible for free school meals. Almost a third of pupils speak English as an additional language. Approximately a fifth of pupils have special educational needs and/or disabilities (SEND), and a small minority have an education, health and care (EHC) plan. No pupils attend an alternative provision.

The headteacher, senior leaders, trustees and governors are clear about their statutory responsibilities to keep pupils safe and secure and are vigilant in doing so. They have developed a safeguarding team that is highly knowledgeable about individual pupils and their families. The safeguarding team keeps accurate records and passes on information to the appropriate external agencies and authorities quickly and effectively. They meet weekly to discuss ongoing concerns, and check that relevant action has been taken to support pupils and their families.

All staff receive regular and up-to-date information on safeguarding. This includes training on the 'Prevent' duty, to help keep pupils safe from the risk of radicalisation. Staff are also aware of risks in the wider community, including gang affiliation and child sexual exploitation. Staff are vigilant about identifying any signs that might indicate a pupil needs support or help. They quickly pass on information to the safeguarding team, so that appropriate action can be taken, and early help can be given.

Pupils who spoke with the inspectors believe that the school is a safe place to learn. They say that adults will listen and act promptly if they share a concern. Pupils receive a range of relevant information about how to stay safe, including when online. Leaders have put in place appropriate security to protect pupils while they are learning or socialising online. Staff and pupils say that bullying is very rare, and when it does happen, it is dealt with quickly and effectively by the school.

The headteacher and her staff have established a warm, happy and nurturing learning environment in which all pupils can flourish. Pupils report that behaviour around the school is consistently good, and this was witnessed by inspectors throughout the two days. There is a harmonious atmosphere both inside and out in the playground. Pupils and staff interact happily together in this pleasant learning environment.

School leaders have invested heavily in commissioning a range of adults who, and external services that, can support pupils in their emotional and social development. Mentoring, counselling, the safer schools officer and initiatives to improve pupils' self-esteem all contribute to pupils' well-being and feeling of being safe at school

and outside in the wider community.

Leaders have prioritised improving pupils' attendance. They have established a consistent approach to behaviour which has created a calm learning environment. Pupils say that they enjoy coming to school, and the majority now do so regularly. Leaders have identified a small group of pupils who are still persistently absent. They have focused on offering these pupils bespoke support to combat the issues preventing them from attending school regularly. As a result, this group's attendance is improving.

The school's provision for pupils with SEND is improving rapidly. The new SENCo has quickly established systems, procedures and protocols around record-keeping, referrals and information-sharing. They have introduced provision maps and one-page profiles to ensure that staff can adapt lesson plans to meet the needs of individual pupils. Teaching assistants are given ample professional development so that they can support the delivery of the curriculum in particular subject areas. Staff are becoming increasingly knowledgeable about strategies they might employ to enable pupils with SEND to learn and grow emotionally and socially.

The school's PSHE education programme is delivered by school staff and some external organisations. Leaders are committed to enabling all pupils to become active and fulfilled citizens in modern Britain. They aim to help pupils keep themselves safe and healthy. Pupils' personal development is a priority for school leaders, and they are looking to develop this area still further.

External support

The school is part of the Richmond West Schools Trust (RWST), a two-school trust comprising Twickenham School and Hampton High. The chief executive officer brokers support between the two schools so that they can share ideas and good practice.

Priorities for further improvement

- Continue to develop and embed an aspirational curriculum that ensures the personal development and well-being of all pupils.

I am copying this letter to the chair of the board of trustees, the chief executive officer and the regional schools commissioner and the director of children's services for Richmond Upon Thames. This letter will be published on the Ofsted website.

Yours sincerely

Helen Matthews

Her Majesty's Inspector