

# Inspection of The Tiffin Girls' School

Richmond Road, Kingston upon Thames, Surrey KT2 5PL

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Inspection dates: 13 and 14 October 2021

## **Overall effectiveness**

**Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Sixth-form provision

**Outstanding**

Previous inspection grade

Not previously inspected under section 5  
of the Education Act 2005

## **What is it like to attend this school?**

Pupils thrive here. Leaders and staff work together to give pupils every possible opportunity to do well and enjoy their education.

As one pupil typically said, 'School culture is everything here.' Pupils take to heart the core values of community, love of learning and character. They organise fundraising events and are active citizens in the local community. For example, pupils visit local care homes and support primary school pupils in their learning.

Pupils' behaviour is exemplary. They respect and support each other. Pupils appreciate the hard work of their teachers and take their learning seriously. They share the high aspirations of leaders and staff.

Pupils feel safe. They know that if they have any worries, staff will listen to them. On the rare occasions when there is any bullying, staff deal with it promptly.

Pupils take great pride in their school. They make the most of their time here and immerse themselves in school life. Lunchtimes and after school are a hive of activity as pupils attend the vast range of clubs run by staff and other pupils. There is something for everyone, from gardening and origami, to mythology and philosophy.

## **What does the school do well and what does it need to do better?**

Leaders maintain high academic standards and provide a curriculum that extends far beyond academic study. Pupils flourish, both academically and personally.

All pupils study a broad range of subjects in depth from Years 7 to 11. Sixth-form students have a wide choice of subjects. They pursue subjects based on their interests as well as potential careers.

Expectations of all pupils are high. Pupils rise to the challenges of their work and have a hunger for knowledge. Inspectors overheard pupils continuing their class discussions and debates at break and lunchtime. Pupils draw on their previous learning to help them understand new concepts. They show an excellent understanding of what they have been taught and talk confidently about their learning.

Teachers are experts in their specialisms. They know how to get the best from their pupils. Staff consider carefully what is taught and when, so that pupils build up knowledge and skills. For example, in history, pupils in Years 9 and 10 learn about the Treaty of Versailles and its impact in Germany and Europe. In Year 12 A-level history, students study the economic, social and political consequences for the Weimar Republic in greater depth.

Staff are adept at adapting learning to suit pupils' needs, including pupils with special educational needs and/or disabilities (SEND). Leaders make sure these pupils

are identified and get additional support. Staff are quick to spot any pupils at risk of falling behind and put measures in place to help them keep up. For example, selected pupils receive extra help with reading and writing in key stage 3. Pupils achieve exceptionally high standards in all their subjects. This includes disadvantaged pupils and those with SEND.

Pupils come to lessons ready to learn. They are focused in class and pay close attention. Lessons are calm and free from disruption. Typically, pupils are avid readers and make full use of the well-stocked library. They talk eloquently about books they have read, from classical literature to modern fiction.

The school provides pupils with an extensive range of clubs and activities. Pupils take part with energy and enthusiasm. They record what activities they have done, and staff ensure that pupils access a variety of clubs to broaden their horizons. Music, art, drama and sport have high profiles. Pupils perform in various concerts and inter-school competitions.

Pupils relish taking up the many leadership responsibilities on offer, for example, through the school council, house system, and the 'eco initiatives'. Schemes such as The Duke of Edinburgh's Award and Young Enterprise are very popular.

Leaders have a well-established careers programme. Pupils receive talks from a wide range of employers and apprenticeship providers. They are encouraged to visit universities and find out about the range of courses on offer. COVID-19 has recently interrupted some of this work. Work experience in Years 11 and 13 is highly successful. Sixth-form students are extremely well prepared for higher education and employment.

Staff receive high-quality training, including those who are new to teaching. Staff continually review and refine their practice. For example, staff have used research-led projects to focus on and boost equality and diversity. Staff feel valued. Leaders listen to staff and do their best to make workload manageable.

Leaders contribute to the wider local community through working with other local schools to share exemplary practice. In the survey, parents and carers made a point of expressing their strong support for the school's leaders.

Governors have a very clear picture of the school's work. They challenge school leaders and rigorously check the impact of their actions. Governors carry out their work and responsibilities thoroughly.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and staff are well trained to identify pupils at risk of harm. They take any concern seriously and make sure pupils get the right support. Pupils know who to turn to if they need help. They are aware of risks to their safety. They know how to

recognise and what to do should they experience sexual harassment or online abuse. Pupils felt they could talk openly to staff about any issues.

Pupils' mental health is a priority for leaders. Staff are alert to the pressures that pupils can face. Pupils are taught how to manage stress and have various sources of support available to them, such as the school counselling service.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	136615
<b>Local authority</b>	Kingston upon Thames
<b>Inspection number</b>	10202711
<b>Type of school</b>	Grammar (selective)
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	11 to 18
<b>Gender of pupils</b>	Girls
<b>Gender of pupils in sixth-form provision</b>	Girls
<b>Number of pupils on the school roll</b>	1230
<b>Of which, number on roll in the sixth form</b>	335
<b>Appropriate authority</b>	The board of trustees
<b>Chair of trust</b>	Fazl-E Hasnain
<b>Headteacher</b>	Ian Keary
<b>Website</b>	<a href="http://www.tiffingirls.org">www.tiffingirls.org</a>
<b>Date of previous inspection</b>	Not previously inspected under section 5 of the Education Act 2005

## Information about this school

- The Tiffin Girls' School is a selective girls grammar school. The school became an academy in 2011.
- The school offers places to pupils in Year 7 following a two-stage selection process. The admissions policy prioritises applications from children looked after and those who are disadvantaged.
- The current headteacher took up post in January 2016.
- The number of pupils on roll has increased significantly since the predecessor school was inspected.
- Leaders do not use any alternative provision for their pupils.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

Ofsted has not previously inspected The Tiffin Girls' School under section 5 of the Education Act 2005. However, Ofsted previously judged its predecessor school, The Tiffin Girls' School, to be outstanding in March 2009, before it opened as an academy.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school leaders, and have taken that into account in their evaluation.
- Inspectors met with the headteacher, other school leaders, teaching staff and non-teaching staff. Inspectors held a discussion with nine members of the governing body, which includes members of the trust, and spoke with a representative from the local authority.
- Inspectors spoke with leaders, pupils and staff about the arrangements for safeguarding and reviewed safeguarding records and documentation. Inspectors also checked the single central record.
- The inspection team did deep dives in the following subjects: English, history, French, music, chemistry and economics. Inspectors met with curriculum leaders, teachers and pupils, visited lessons and reviewed pupils' work and curriculum plans. Other subjects were considered as well.
- Inspectors reviewed a range of documentation, including school policies and procedures related to behaviour and attendance.
- Inspectors considered the 887 responses to Ofsted's pupil survey, 56 responses to the staff survey and 174 responses to the online survey for parents, Parent View. Inspectors also reviewed leaders' surveys on the views of pupils, staff and parents.

## Inspection team

Jude Wilson, lead inspector	Her Majesty's Inspector
Yvonne Chisholm	Ofsted Inspector
Susan Maguire	Ofsted Inspector
Aruna Sharma	Ofsted Inspector
Ian Rawstorne	Her Majesty's Inspector

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