

Inspection of a good school: Turing House School

Hospital Bridge Road, Twickenham TW2 6LH

Inspection dates:

11 and 12 October 2023

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might be outstanding if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

The headteacher of this school is Martin O'Sullivan. This school is part of the Russell Education Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Colin Mackinlay, and overseen by a board of trustees, chaired by Karen Lynch.

What is it like to attend this school?

Pupils are proud members of this school community. They hold a great deal of respect for their teachers, who ensure that they are in a caring and stimulating learning environment. Leaders have been thoughtful about every aspect of pupils' experience. This leads to pupils being happy, treating each other respectfully and behaving very well. Pupils' academic achievement is exceptional.

Leaders fulfil their vision to provide a rich curriculum and a welcoming atmosphere to all pupils. Expectations are high, and pupils make the most of the opportunities available to them. Teachers are inspirational and act as caring guides with the best interests of pupils at heart.

A vast range of activities is available to pupils before, during and after school. Pupils can choose from football, netball, drama, judo, debate, mindfulness, chess and a band club among many other available clubs. When pupils show interest in an area not provided for, it is not unknown for the school to introduce additional activities to meet these interests. Pupils are also encouraged to be citizens in the local community. Pupils who take on volunteering roles are celebrated for their efforts and act as role models to their peers.

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

The school has organised its curriculum to be ambitious and rigorous. Leaders have thought carefully about exactly what they want pupils to learn and when they should

learn it in each subject. Leaders go further, aiming to nurture curiosity and passion for subjects. These expectations remain equally high for pupils with special educational needs and/or disabilities (SEND). Consequently, pupils achieve very well in public examinations.

The school provides teachers with high-quality professional development, strengthened further through networks across schools in the trust. This results in a consistent approach in classrooms. For example, teachers and teaching assistants in mathematics are all trained to use the same methods so that pupils have continuity year to year. This is also seen in the sixth form, where teachers have high levels of subject expertise and enable students to achieve strong outcomes. Teachers feel respected and feel that their workload is well managed to prioritise their well-being.

The school has effective systems for checking pupils' understanding. Any gaps or misconceptions are quickly identified and addressed. In class, pupils with SEND are well supported. Teaching is typically adapted to enable these pupils to access the curriculum.

In the sixth form, students are taught independent study skills and take pride in the work they produce. For example, performing arts students work effectively in teams to devise and improvise their pieces of work in class. They then provide high-quality feedback to their peers, guided by their teachers.

The school's vision of being a 'family oriented environment' is achieved by the atmosphere created by leaders. Teachers take time to get to know pupils' individual interests and personalities, strengthening relationships and making pupils feel valued, including those with SEND. This is also reflected in the curriculum, where pupils' diversity is embraced. For example, they learn about local and national history, and they also consider events in other parts of the world, including those where pupils have shared heritage.

Everyone is familiar with the high standard of behaviour expected by the school. Pupils respond well to these high expectations. Teachers consistently maintain the focus of pupils in class, and learning is rarely disrupted. Pupils treat each other with respect and know that any incidents of unkindness are quickly addressed by staff.

Pupils feel safe at this school. They are taught the importance of healthy and tolerant attitudes towards others different from themselves and are proud to be part of this school community. Pupils mostly attend well. The school uses effective strategies to encourage higher levels of attendance by addressing any barriers to school attendance. For example, leaders have worked with local transport networks to increase bus capacity for pupils who live in locations not well served by public transport.

The school has developed an effective personal, social and health education programme to develop pupils' wider skills and knowledge. The needs of pupils at each stage of their schooling are considered, and appropriate skills and themes are covered. Teachers receive effective training and support to deliver this programme, and a range of external experts are brought in to maximise pupils' exposure to different points of view. Pupils show genuine care for others and are encouraged to contribute to the local community by, for instance, giving time to local food bank charities. This thorough approach extends to the school's work to introduce pupils to the world of work and further and higher education.

For example, the school provides a careers fair, matching the interests expressed by pupils.

Safeguarding

The arrangements for safeguarding are effective.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in May 2018.

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.

Further information

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

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	141963
Local authority	Richmond Upon Thames
Inspection number	10293290
Type of school	Secondary Comprehensive
School category	Academy free school
Age range of pupils	11 to 19
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	939
Of which, number on roll in the sixth form	153
Appropriate authority	Board of trustees
Chair of trust	Karen Lynch
CEO of the trust	Colin Mackinlay
Headteacher	Martin O’Sullivan
Website	https://www.turinghouseschool.org.uk/
Dates of previous inspection	9 and 10 May 2018, under section 5 of the Education Act 2005

Information about this school

- The school is part of the Russell Education Trust.
- The school uses one registered alternative education provider. The school uses two unregistered alternative education providers for online tuition.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- 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 and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and senior staff at the school, in addition to the chief executive officer of the trust and members of trust staff.
- Inspectors carried out deep dives in these subjects: mathematics, history and drama. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also considered the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; reviewed records of incidents; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors had formal meetings with staff and with pupils. Behaviour was observed both in lessons and around the school. Inspectors took account of the responses to Ofsted's online survey, Ofsted Parent View. They also considered responses to the staff and pupil surveys.
- Inspectors met with pupils in the sixth form, spoke to leaders about the provision for pupils with SEND, and those responsible for delivery of the wider curriculum.

Inspection team

Karim Ismail, lead inspector

His Majesty's Inspector

Yvonne Chisholm

Ofsted Inspector

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