

# Inspection of a school judged outstanding for overall effectiveness before September 2024: Waldegrave School

Fifth Cross Road, Twickenham, Middlesex TW2 5LH

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Inspection dates: 15 and 16 October 2024

## Outcome

Waldegrave School has taken effective action to maintain the standards identified at the previous inspection.

The headteacher of this school is Elizabeth Tongue. This school is part of the Waldegrave Trust, which means other people in the trust also have responsibility for running the school. The trust is overseen by a board of trustees, chaired by Fran Perrow.

## What is it like to attend this school?

Staff at this school are passionate and highly dedicated. Parents and carers value the strong emphasis placed on personal development as well as academic excellence. The school has exceptionally high expectations for all pupils. These are reflected in consistently high published outcomes. Pupils, including those with special educational needs and/or disabilities (SEND), make strong progress and play a full part in the life of the school.

Pupils' behaviour is exemplary and pupils have exceptional attitudes to learning. Relationships between staff and pupils are respectful and courteous. Support for pupils' mental health and well-being is very strong. Pupils feel safe and said that there is always an adult to speak to if they have any concerns. Bullying is not tolerated and, if it does happen, staff address it quickly.

Lunchtime and after-school clubs meet a wide range of interests. These include both sports and creative opportunities. For example, many pupils learn a musical instrument. Pupils can take up a range of leadership responsibilities. These include supporting younger pupils with their reading or being a member of the student parliament. The school provides a wide range of activities for pupils to develop their confidence. For example, by taking part in the very popular Duke of Edinburgh Award and going on

university visits. These opportunities prepare pupils well for the next stage in their education.

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

The school has embedded an ambitious and rich curriculum across the school including in the popular and successful sixth form. Leaders are determined that every child should succeed. The curriculum is well sequenced and provides pupils with meaningful opportunities to apply their learning. For example, in mathematics, pupils apply their knowledge to real life experiences such as measuring distances on maps using scaling ratios. Leaders have worked collaboratively to develop a clear and consistent approach to teaching. As a result, there is a shared understanding of how pupils learn which means they are able to achieve their full potential.

Teachers have strong subject knowledge. There is a thriving learning culture across the school. Staff at all levels are supported to develop professionally. Leaders are highly reflective. This supports their continuous drive for improvement. Since the last inspection, the school has focused on checking pupils have a deep and secure understanding over time. In lessons, there are frequent opportunities for pupils to revisit and build on prior learning. For example, in English, pupils build up their understanding of writing techniques such as 'narrative voice' and see how this can build up suspense for the reader. They then use this technique in their own writing.

Pupils study a broad range of subjects from Years 7 to 13. They receive appropriate advice and guidance when making important decisions such as which courses to study in Years 10 and 11, and when applying to the sixth form or other providers in the local area. The quality of teaching in the sixth form is exceptional. Teachers encourage students to be critical and independent thinkers. For example, by considering the role of ethics in medicine or debating whether politicians have a right to privacy.

The school makes effective use of information to ensure pupils have the additional support they need. For example, weaker readers are quickly identified using robust testing. Appropriate interventions are put in place to help them become confident and fluent readers. These are carefully monitored to ensure pupils are making the progress the school expects. Pupils with SEND receive the same ambitious offer as their peers. Teachers adapt their teaching expertly to ensure that these pupils can access the ambitious curriculum. As a result, pupils with SEND make very strong progress.

There is a broad and well-thought-out personal development programme. This includes a wide range of opportunities for pupils to develop their character and broaden their horizons. Pupils have a strong understanding of citizenship, including why equality is so important in society. They talk with confidence about being 'empowered' and 'speaking up' about matters which affect their lives and others. They know how to stay safe including when online. The curriculum is enriched with an exciting range of activities and visits. For example, all pupils in Year 7 take part in the Young Mariners visit to Kingston-upon-Thames. In Year 9, pupils visit Strawberry Hill House when studying gothic literature in English. Year 8 pupils apply their mathematical skills in an outdoor learning centre.

Pupils enjoy these activities and can see how it makes their learning relevant.

There is a strong focus on pupils attending school and being punctual. As a result, attendance is high. Leaders manage any issues with absence robustly, working with external agencies when necessary to get the right support in place.

Trustees and governors know their school well. They are rightly proud of its inclusive ethos and strong outcomes. They have high expectations of leaders but are also conscious of the need for all staff to have a work-life balance. Staff are proud to work at Waldegrave School and have a shared commitment to achieving the best outcomes and life chances for all pupils.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **Background**

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be outstanding for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 outstanding for overall effectiveness in September 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

<b>Unique reference number</b>	138461
<b>Local authority</b>	Richmond Upon Thames
<b>Inspection number</b>	10345943
<b>Type of school</b>	Secondary Comprehensive
<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>	Mixed
<b>Number of pupils on the school roll</b>	1471
<b>Of which, number on roll in the sixth form</b>	383
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Fran Perrow
<b>Headteacher</b>	Elizabeth Tongue
<b>Website</b>	<a href="http://www.waldegrave.richmond.sch.uk">www.waldegrave.richmond.sch.uk</a>
<b>Dates of previous inspection</b>	25 and 26 September 2018 under section 5 of the Education Act 2005.

## Information about this school

- The school is part of the Waldegrave Trust.
- The school uses two registered providers of alternative provision.
- The school has a specialist resourced provision catering for up to 11 pupils with social communication needs including autism spectrum disorder and mild to moderate learning difficulties.
- 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 other senior staff.
- An inspector met with trustees and members of the governing board.
- Inspectors visited a sample of lessons, spoke with pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, inspectors reviewed the single central record; 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' interest first.
- Inspectors spoke with several groups of pupils and observed their behaviour at break and lunch time.
- Inspectors met with groups of staff and also considered the opinions expressed through the staff survey.
- Inspectors took account of the views of parents and pupils in the Ofsted online surveys.

## Inspection team

Susan Maguire, lead inspector

His Majesty's Inspector

Yvonne Chisholm

Ofsted Inspector

Una Buckley

His Majesty's Inspector

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