

# Inspection of Turing House School

Hospital Bridge Road, Twickenham TW2 6LH

---

Inspection dates:	3 and 4 December 2024
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Sixth-form provision	<b>Good</b>
Previous inspection grade	Good

The headteacher of this school is Martin O’Sullivan. This school is part of 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?**

The school's vision of a 'safe, happy and learning community' is entirely realised. This is because the school is inclusive, placing pupils right at the heart of its work. The school strives for academic excellence alongside developing the whole individual. Pupils feel safe, and their attendance is high. They behave and cooperate well. They are eager to learn in lessons, contribute exceptionally well to the school and, as a result, achieve very strong outcomes. Pupils are highly equipped and ready for the next stage of their education and future. Students in the sixth form enjoy their experiences and achieve well.

The personal development of pupils is exceptional. The pastoral care, guidance and support offered to pupils is very strong. Pupils take part in over 60 clubs and activities promoting a wide range of talents and interests. These include arts, crafts, history and music. Many pupils participate in the rehearsals for the current school production with enthusiasm and energy. The provision for sports is excellent. Pupils' participation in a high number of sporting events makes an effective contribution to their team and collaborative skills. Pupils appreciate the range of trips that enhance the curriculum. They take on leadership roles, including as subject ambassadors, and as tutor and sports captains.

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

The school has created a highly ambitious and broad curriculum. Leaders have clearly identified the key components. For example, in science, pupils in Year 7 learn about the ecosystem and plants. This prepares them well for Year 8, when they study respiration and photosynthesis. Leaders have carefully organised the subjects in a systematic way, so pupils build a deep knowledge over time.

Highly trained teachers are skilled in their delivery of the curriculum. They know the pupils well, ensuring they present information in a way that helps pupils to know, remember and do more over time. In Year 8 art, for example, pupils learn about identity. In response to the teacher's feedback, they create portraits with increasing skill and accuracy.

Teachers check on pupils' understanding. They ensure that any misconceptions are dealt with swiftly. For example, students in Year 12 Sport Studies demonstrate their understanding of the assessment criteria skilfully in their responses to the practice examination questions about sports in the community. While most students in the sixth form achieve well, a few do not achieve as well as they could in a few subjects. This is because the use of assessment has not been embedded sufficiently to enable students to recall knowledge.

The provision for pupils with special educational needs and/or disabilities (SEND) is closely linked to their individual needs. Pupils' needs are identified swiftly and with precision. Pupils receive appropriate and effective support. Teachers carefully consider the needs of pupils and ensure that the right adaptations are made. These pupils then achieve very strongly.

There is a strong culture for reading. This is because reading across the school is prioritised. Those pupils who are in the early stage or behind in their reading receive targeted support and intervention to help them catch up quickly. These pupils are increasing their confidence and ability to read more fluently.

The school has very high expectations of pupils. Pupils thrive because they are motivated to learn. They work very well with each other. The school ensures that behaviour systems are adhered to consistently and strong pastoral systems are in place. Pupils who have previously found it difficult to participate now contribute well to their learning. Pupils in the sixth form volunteer and support younger pupils through mentoring.

The personal, social and health education programme is very well organised in Years 7 to 11. This is systematically organised, equipping pupils with a wide range of knowledge on how to keep safe, mentally alert and healthy. The trips to places such as art galleries, sporting venues and places of worship support learning. The provision for careers is strong, and opportunities include engaging with employees and attending a careers fair. Pupils appreciate the individual guidance offered. There is a structured programme to support sixth-form students' personal development. Some staff do not use this approach consistently. This results in some students receiving different levels of guidance.

Leaders, including the governors, have relentlessly focused on improving the overall provision, including the achievement of all pupils in Years 7 to 11. The trust and governors hold the school to account through visits and agreed actions that are implemented by the school. The sixth form is relatively new, and some aspects of its provision lack systematic approaches. The school has taken some action to strengthen the sixth form. For example, the focus on achievement of the highest A level grades has significantly raised attainment in 2024.

Staff appreciate the range of strategies that help reduce their workload and enable them to function more effectively. The vast majority of parents and carers are highly appreciative of the school and the support it provides for their child.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

### **(Information for the school and appropriate authority)**

- A few staff do not make consistent use of the school's approaches in the sixth form. As a result, students do not achieve or develop as well as compared to the rest of the school. The school should ensure that staff consistently implement all strategies well so that the quality of students' experiences leads to stronger levels of achievement.

## 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>	141963
<b>Local authority</b>	Richmond Upon Thames
<b>Inspection number</b>	10345996
<b>Type of school</b>	Secondary Comprehensive
<b>School category</b>	Academy free school
<b>Age range of pupils</b>	11 to 19
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	1,011
<b>Of which, number on roll in the sixth form</b>	179
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Karen Lynch
<b>CEO of the trust</b>	Colin Mackinlay
<b>Headteacher</b>	Martin O’Sullivan
<b>Website</b>	<a href="http://www.turinghouseschool.org.uk">www.turinghouseschool.org.uk</a>
<b>Dates of previous inspection</b>	11 and 12 October 2023, under section 8 of the Education Act 2005

## Information about this school

- 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.
- The school uses five registered alternative providers.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form

provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors spoke to the members of the leadership team, including the headteacher. The lead inspector held meetings with the CEO and governors.
- The inspectors carried out deep dives in English, mathematics, modern foreign languages, physical education and science. For each deep dive, the inspector discussed the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The inspectors also discussed the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, the lead inspector reviewed the single central record, considered 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.
- The inspectors took account of responses to Ofsted's online survey, Ofsted Parent View. The inspectors also considered the responses of pupils and staff to Ofsted's online surveys.
- The inspectors spoke with groups of pupils during lessons and social times.

### **Inspection team**

Ray Lau, lead inspector	Ofsted Inspector
Karlene Dampha	Ofsted Inspector
Alison Moore	Ofsted Inspector
Eliot Wong	Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024