

Twickenham School

Address: Percy Road, Twickenham, Twickenham, Middlesex, TW2 6JW

Unique reference number (URN): 143420

Inspection report: 9 December 2025

Exceptional	
Strong standard	● ●
Expected standard	● ● ● ●
Needs attention	
Urgent improvement	

✔ **Safeguarding standards met**

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Inclusion

Strong standard ●

Inclusive practices are well established across the school. Pupils are known and their needs understood. Staff are knowledgeable and thoughtful educators. There are well-considered systems in place to ensure that support for pupils is targeted and meaningful. Leaders work with families and professionals to put pupils' interests first. Pastoral care is expertly coordinated so pupils thrive.

Teachers are trained to use well-chosen strategies in the classroom to meet the diverse needs of their pupils. Pupils, parents and carers appreciate this support. Pupils with special educational needs and/or disabilities, including those who may face barriers to their learning, study the curriculum in the same full breadth and depth as their peers. Staff provide skilful and purposeful support when pupils need extra help with their learning. Leaders ensure that this work is carefully reviewed and adapted to suit pupils' needs. The school has significantly invested its additional funding for disadvantaged pupils to ensure that inclusion sits at the heart of all its decision-making. Pupils benefit enormously from this approach.

The school has high aspirations for what all pupils can achieve. Leaders work thoughtfully together to identify and tackle any barriers pupils may face. Pupils access and enjoy a wide variety of enrichment opportunities. These include taking an active role in leadership roles and performances. As a result, disadvantaged pupils build their confidence and independence well.

Leadership and governance

Strong standard ●

Leaders, trustees and governors share a common, ambitious vision for the school and its future. They systematically evaluate strengths and priorities for further improvement. Well-thought-through ways of managing the school's work and a keen analytical approach ensure they make wise decisions that put pupils' interests first.

Trustees and governors are knowledgeable about their roles and hold the school properly to account. They have detailed knowledge of the school's particular context. They embrace challenge and maintain the highest expectations so that all pupils can excel.

Staff morale is high, with their workload manageable and their wellbeing supported with fair expectations. Leaders offer staff a substantial training programme to develop their expertise. Those in the early stages of their career appreciate the guidance provided, while the more established staff can follow leadership pathways and qualifications. Leaders provide meaningful opportunities for staff to collaborate on key priorities, such as improving teaching further and building up pupils' independent learning.

The school is consistently pushing for excellence in all it does. Staff work with other schools and organisations to celebrate and share their own strong practice. They also use these opportunities to learn new ways of working, which will improve the quality of education for pupils at Twickenham.

Leaders are tireless in their efforts to ensure pupils experience a successful education and that they feel valued. Parents and carers are highly in favour of the care given to their children and recognise the school's efforts to work in partnership with them. Parents, staff and pupils all appreciate the significant and positive improvement journey the school has been on in recent years.

Expected standard

Achievement

Expected standard 

Leaders and staff focus on developing pupils' essential skills and knowledge in reading, writing and mathematics. This has resulted in pupils learning more effectively in different subjects and through different key stages. The high quality of pupils' work in their books shows that they understand what they have been taught. Similarly, during lessons they are able to make connections between what they are learning now and what they have learned previously. Occasionally, this is not as well established in some subjects.

Leaders identify precisely where pupils' progress from their starting points is not as strong as it could be. Pupils who have barriers to their learning make similar progress to their peers. This is because leaders and staff identify pupils' needs accurately and put effective actions in place. Some groups of pupils, such as those who are disadvantaged, achieve particularly strong outcomes when compared to the national picture. Overall, published examination results are in line with what pupils achieve nationally. Pupils gain the qualifications they need to progress successfully on to the next stage of their education or training.

Attendance and behaviour

Expected standard 

Attendance has the highest priority across the school. It is carefully monitored by leaders, and vulnerable pupils are quickly identified. The school is proactive in working with different professionals, agencies and families to improve attendance further. There is extensive support for pupils' mental health and wellbeing, as well as strategies to help pupils reintegrate smoothly when they have had a period out of school. Overall, pupils attend well. Pupils who face barriers to their learning, such as those who are disadvantaged, have high attendance. Leaders and staff build a sense of belonging and hope for pupils. Pupils value their schooling, and the mutual respect between staff and pupils creates a climate of trust. The very few part-time timetables used are appropriate and well managed.

The school has established a culture that is conducive to learning. Pupils are settled and calm around the school. Staff, pupils, parents and carers believe that behaviour in the school has improved significantly in recent years. Leaders ensure that effective additional mentoring and other support work are provided for pupils when required. Pupils are confident that any breaches of the behaviour policy will be dealt with fairly and effectively. Pupils are responsive to staff and listen attentively in lessons. Leaders are now focusing their attention on making sure all pupils are actively engaged in their learning so that they can flourish.

Curriculum and teaching

Expected standard 

The school provides a broad and ambitious curriculum. Leaders have a very clear understanding of the quality of teaching and what they need to do to bring about further improvements. They have made astute decisions about the knowledge that pupils should learn and when in each subject. There is a clear emphasis on pupils learning new words, including in different curriculum subjects. Typically, teaching builds on previous knowledge so that it is remembered by pupils. The curriculum is thoughtfully devised to include local contexts and diversity.

Teachers have secure subject knowledge. They explain new content clearly to ensure that it is understood. Generally, they check pupils' learning and address pupils' misconceptions when they arise. Sometimes, this is not as successful in some subjects. This means that, on occasion, gaps in pupils' knowledge hinder their deeper understanding of what they have learned. Teachers are skilful at creating resources and making adaptations to teaching to reduce any barriers to pupils' achievement. This means the pupils with special educational needs and/or disabilities can access the same ambitious curriculum as their peers.

Staff identify pupils who need to strengthen their communication, reading or mathematical skills. Structured programmes are in place to provide early help. Pupils enjoy their learning, and this is evident throughout the school. Leaders are rightly focusing on making pupils more confident to develop their independent learning.

Personal development and wellbeing

Expected standard 

Leaders have implemented a well-considered personal development programme for pupils. Leaders are aware that this needs to be delivered more consistently across all year groups. This programme is enriched through different projects and experiences, for example the popular school production or pupils taking part in the national Duke of Edinburgh's scheme. Pupils engage in activities that promote their cultural awareness and sense of community responsibility, such as by raising money for local and national charities.

Pupils develop a secure understanding of healthy relationships and sex education. This is delivered in an age-appropriate way and includes learning about consent. Pupils have a keen sense of right and wrong. This is reinforced daily through leaders' and staff's promotion of the school values and their consistent implementation of the behaviour policy. Pupils understand the importance of fundamental British Values, such as democracy. They have regular opportunities to make their voice heard.

There is an increasingly broad offer of wider experiences and visits. These include visits to theatres, art galleries and other places of local or national interest. Leaders use pupil premium funding effectively to ensure their disadvantaged pupils can take part in clubs, visits and residential. This means that many pupils benefit from these opportunities. However, leaders are working hard to extend their offer even further to provide an even richer set of experiences.

The school's careers provision is well established. Pupils receive well-suited individual guidance and work experience. The programme is highly inclusive, with tailored support for disadvantaged pupils and those facing other barriers. The school has built partnerships with

local colleges and employers to inspire pupils. All of this means that pupils acquire the knowledge and skills needed to make a smooth transition to further education, training or employment.

What it's like to be a pupil at this school

Twickenham School combines high expectations for all of its pupils with a distinct sense of belonging. Pupils are supported well both academically and in their personal development. They are encouraged to aim high and to be aspirational.

Pupils say they feel happy and safe. Older pupils appreciate the many positive changes that have happened at the school over recent years. The school celebrates its diversity and promotes tolerance. The school ethos to 'aspire', 'achieve' and 'enjoy' is woven into each aspect of school life. Pupils study a broad and ambitious curriculum. Older pupils choose from an increasing range of GCSE subjects. Pupils achieve well and are successfully prepared for their next steps.

There is a highly inclusive ethos at the school. Staff work together to support and care for pupils who may have barriers to their learning or wellbeing. Carefully thought out physical spaces, such as sensory rooms, provide a calm place for pupils to manage their emotions when required. In class, adaptations are made to teaching and support to enable pupils with special educational needs and/or disabilities to access the same learning as their peers effectively.

Pupils want to attend school and they take their education seriously. They work hard in lessons and respect one another. There are very positive relationships between pupils and staff. Pupils' conduct around the school is calm and harmonious. Bullying is rare, but if it happens, pupils say it is dealt with quickly.

Pupils are supported to play a key part in their school and the local community. They benefit from an increasing range of opportunities, as well as an excellent careers programme. These opportunities include clubs such as chess, cooking and choir as well as many sporting activities. Pupils have a distinct voice in this school. They are encouraged to take up leadership roles, such as becoming a member of the respected student council.

Next steps

- Leaders should ensure that teachers consistently check pupils' understanding to identify misconceptions and adapt their teaching as necessary.
- Leaders should continue to implement, monitor and refine their strategies for improving attendance in order to further narrow the gaps in the rates of attendance across different pupil groups.
- Leaders should make sure that pupils have sufficient opportunities to learn the full content

of the personal development programme and have wider access to the richness of the enrichment offer.

About this inspection

This school is part of the Bourne 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 (CEO), Alex Russell, and overseen by a board of trustees, chaired by Andy Field.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspectors are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, the CEO, the trustees and governors and the trust's director of secondary standards during the inspection. They also spoke with members of the senior leadership team as well as other school leaders.

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 makes use of three alternative provisions, including two that are unregistered.

Headteacher: Mr Jonathon Lisseman

Lead inspector:

Susan Maguire, His Majesty's Inspector

Team inspectors:

Katerina Christodoulou, Ofsted Inspector

Guy Forbat, His Majesty's Inspector

Rebecca Iles-Smith, His Majesty's Inspector

John Blaney, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 9 December 2025

School and pupil context

Total pupils

771

Below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 1,067

Pupils eligible for free school meals (FSM)

34.76%

Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 28.9%

Pupils with an education, health and care (EHC) plan

2.85%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.09%

Pupils with special educational needs (SEN) support

16.73%

Above average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 13.4%

Location deprivation

Below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (provisional)	39.7%	45.2%	Close to average
2023/24 (final)	56.2%	45.9%	Above
2022/23 (final)	50.7%	45.3%	Close to average

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (provisional)	46.4	45.9	Close to average
2023/24 (final)	51.1	45.9	Above
2022/23 (final)	48.7	46.3	Close to average

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	0.20	-0.03	Close to average
2022/23 (final)	0.16	-0.03	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (provisional)	22.7%	25.6%	Close to average
2023/24 (final)	30.4%	25.8%	Close to average
2022/23 (final)	36.4%	25.2%	Above

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (provisional)	40.2	34.9	Above
2023/24 (final)	41.1	34.6	Above
2022/23 (final)	39.8	35.0	Close to average

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.25	-0.57	Above
2022/23 (final)	0.08	-0.57	Above

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (provisional)	22.7%	52.8%	-30.1 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	30.4%	53.1%	-22.7 pp
2022/23 (final)	36.4%	52.4%	-16.1 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (provisional)	40.2	50.3	-10.1
2023/24 (final)	41.1	50.0	-8.9
2022/23 (final)	39.8	50.3	-10.5

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	-0.25	0.16	-0.41
2022/23 (final)	0.08	0.17	-0.09

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers (provisional)	87%	91%	Average
2022 leavers (revised)	88%	93%	Not available
2021 leavers (revised)	89%	94%	Below

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	7.4%	8.1%	Close to average
2023/24 (3 term)	8.2%	8.9%	Close to average
2022/23 (3 term)	8.6%	9.0%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	20.3%	21.9%	Close to average
2023/24 (3 term)	24.4%	25.6%	Close to average
2022/23 (3 term)	27.8%	26.5%	Close to average

Our grades explained

Exceptional ●

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard ●

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard ●

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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