



Teddington School

Inspection Report

Unique Reference Number 102925
LEA Richmond Upon Thames LEA
Inspection number 276795
Inspection dates 25 January 2006 to 26 January 2006
Reporting inspector Anne Wellham HMI

This inspection was carried out under section 5 of the Education Act 2005.

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|------------------------------------|--------------------|---------------------------|------------------|
| Type of school | Secondary | School address | Broom Road |
| School category | Community | | Teddington |
| Age range of pupils | 11 to 16 | | TW11 9PJ |
| Gender of pupils | Mixed | Telephone number | 020 8943 0033 |
| Number on roll | 1135 | Fax number | 020 8943 2999 |
| Appropriate authority | The governing body | Chair of governors | Mr Jack Stephen |
| Date of previous inspection | 20 March 2000 | Headteacher | Mr Richard Weeks |

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Introduction

The inspection was carried out by two HMI and three Additional Inspectors.

Description of the school

Teddington is a mixed comprehensive school situated in an affluent, predominantly white, outer London borough. The majority of students live locally although approximately one-quarter travel from the neighbouring boroughs of Kingston or Hounslow. The school is popular and oversubscribed. The percentage of pupils with learning difficulties and disabilities is below the national average as is the percentage entitled to free school meals. The number of pupils who speak English as an additional language is broadly in line with the national average. The previous inspection took place when the school was in a period of transition following the resignation of the headteacher. Although high standards of attainment were maintained the school had a large budget deficit and weaknesses were identified in the management. Concerns were raised about the behaviour of students around the school and the poor condition of much of the school buildings. The current headteacher has been in post for five years. It is now popular and oversubscribed. The staffing has been restructured, the school has been awarded specialist status for visual arts and a bid for major rebuilding has been successful.

Key for inspection grades

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|---------|--------------|
| Grade 1 | Outstanding |
| Grade 2 | Good |
| Grade 3 | Satisfactory |
| Grade 4 | Inadequate |

Overall effectiveness of the school

Grade: 3

The school is proud of its comprehensive ethos. It provides students with a caring and supportive environment. They are mostly proud to be part of the school and enjoy the wide range of extra curricular activities on offer. Good attention is paid to personal development and well being and pastoral support for individual students is strong. Overall standards are good. The progress that students make according to their prior attainment is satisfactory. Although teachers track the performance of their students they do not always give clear guidance on what they need to do to improve. This can lead to some staff and students having low expectations of what they are able to achieve. The school has a strong commitment to improve and since the last inspection has been effective in improving curricular and pastoral provision. It is very good at gathering the views of students, staff and parents and works extremely well with a range of external partners. Students make a very positive contribution to the community through extensive charity work, arts workshops sports festivals and tournaments, leadership awards, partnerships with community clubs and primary schools and growing business links. Strategies to raise standards have had some impact in science, humanities, art and design and religious education. Expectations of teachers are not sufficiently high in subjects where standards are below average. The behaviour of students is generally good but a small minority cause low level disruption in lessons that lack sufficient challenge. The school buildings and accommodation are inadequate in many respects and this has impacted on the quality of learning. However, plans for major rebuilding are in place. Resources are generally used well and the school gives good value for money. The school is good at critical self evaluation and clearly identifies the correct areas for development. Inspectors agreed with the overall judgements of the school although more credit could have been given to the good practice that exists particularly in the positive impact that specialist status is having.

What the school should do to improve further

* Ensure that staff and students have a clear idea of current attainment levels and what needs to be done to secure improvement* Increase the expectations of students by improving the quality of marking and giving clear feedback on how to progress* Expand the enjoyment and challenge experienced by students in some lessons so that it permeates learning and teaching across the school* Raise standards in information communication technology by employing specialist staff and improving accommodation and resources.

Achievement and standards

Grade: 3

Taken overall students are achieving satisfactorily. Standards in the 2005 tests and examinations were good in both Year 9 and 11, as they were above the national average. There were similar results in both 2003 and 2004. At GCSE results in the majority of subjects were above the national average and were significantly higher in art and

design, combined science, English, history and physical education. Students also achieve excellent results in the short course for religious education. Standards in ICT, French and German are below average. Although standards are good, the progress pupils make when compared to pupils elsewhere with similar levels of prior attainment, is average. The students in Year 9 made satisfactory progress overall, although progress in science was significantly better than in English or mathematics. The students in Year 11 had slightly above average attainment when they joined in Year 7. During their time in the school they made satisfactory progress as shown by their overall achievement in value added terms. There was better progress in English than in mathematics. Students with learning difficulties and disabilities receive good support that is matched to their needs and as a result they achieve well. The school has good procedures for setting targets. A very comprehensive spreadsheet of data tracks each student's academic progress. However, this information is not used consistently by teachers to assess learning. Consequently some students do not fully understand their academic targets and what they need to do to do to reach them.

Personal development and well-being

Grade: 2

Students' personal development is good. The school actively promotes a healthy lifestyle through providing healthy eating choices and good opportunities for exercise. Students told inspectors that they feel safe and secure in school. If a problem arises then they are confident that they can approach an adult, and that matters will be dealt with effectively. There is a good sense of community. Students willingly carry out a good range of responsibilities including prefect and receptionist duties and act as 'buddies' to help reassure younger students making the move from primary school. Students' contribution to the wider community is outstanding as the school has established strong links with external partners. Through visual arts specialist status the school delivers an extensive programme of workshops and family learning projects and visiting artists and designers work creatively with students from all year groups. A recently installed mosaic has transformed the appearance of the front of the school. Students have a good level of preparation for later life. The school council involves them in election processes and decision-making. The school recognises the need to further extend the role of this body to allow more student control. The spiritual, moral, social and cultural development of students is good. The thoughtful approach to multi-cultural education results in the students demonstrating respect for other faiths. Their understanding of the experiences of others is well demonstrated by their positive response to charitable work. A very good range of activities on offer outside of the classroom are enjoyed by students. However, there is sometimes insufficient creativity and challenge to stimulate the students' interests in the classroom. A small minority of pupils act immaturely in some lessons, but overall behaviour is good. Attendance is satisfactory.

Quality of provision

Teaching and learning

Grade: 3

Teaching is based on sound classroom procedures and routines. Lessons are planned well and objectives are shared with students so that they know what they will learn. However, planning is not consistently based on a secure assessment of students' abilities. This results in some lessons which do not challenge students to really think and actively engage in their own learning. The quality of marking is variable and students do not always receive sufficiently clear feedback. When teaching is based on a clear understanding of prior achievement students are given advice on how to improve their work. Teachers with an enthusiasm for their subject, for example in science, the visual arts, religious education and English give students the chance to work independently and to think for themselves. The engaging, occasionally inspirational teaching in these lessons motivates and stimulates students. Behaviour has improved significantly since the last inspection. However, although the majority of students work hard, lessons are sometimes disrupted by a small minority who are not prepared to focus on their learning.

Curriculum and other activities

Grade: 2

The curriculum is good overall and well planned to build on students' interests and needs, including some very good links to the community. The school's innovative curriculum focuses on equality of opportunity for all, including the most vulnerable students. The broadening of the visual arts curriculum engages and includes all students and an extended curriculum at Key Stage 4 provides opportunities to complete vocational courses off site, such as hairdressing, beauty therapy and construction. Strong links have been forged with local sports clubs, the police and charities who often contribute to personal development and citizenship. These programmes pay good attention to safe and healthy living and are supported by the availability of a counsellor and school nurse at 'drop in' sessions during the week. Out of school hours activities are diverse and cater for specific interests like the 'rocket club'. The very good take up illustrates student satisfaction; often senior students lead clubs such as dance and hockey. There is good provision for literacy and numeracy but non-specialist teaching, restrictive accommodation and limited access to equipment, constrains further development of ICT. Significant steps have been taken to meet the statutory requirements for enterprise education in Years 10 and 11 but development is limited in Years 7 to 9.

Care, guidance and support

Grade: 2

Care, guidance and support are good overall with some exemplary elements. There is excellent monitoring of the welfare and progress of pupils with learning difficulties

or disabilities and vulnerable students. The school has successfully promoted a number of anti-bullying strategies. These include the very good use of peer mediators and 'restorative justice' counselling. When required the school makes use of effective links with an extensive range of professional support agencies and individuals. Systems for child protection and for health and safety are well established. Students benefit from good guidance regarding option and career choices. Their academic progress is monitored and they are set targets to improve but such information is inconsistently used. In art, science and the humanities targets are effectively used and students have a clear idea of what they have to do to improve.

Leadership and management

Grade: 3

Leadership and management are satisfactory overall and good in some respects. The headteacher and senior managers form a dynamic team and know staff and pupils extremely well. The restructuring and expansion of the senior leadership team has improved strategic leadership. The senior leaders set a clear direction for improvement which is disseminated to staff through a strong line management structure. The recent introduction of a coherent and rigorous self review, assessment and evaluation process as part of the school development planning cycle is understood by staff at all levels. This is beginning to impact on the quality of provision and provides a good capacity for further improvement. Actions to address issues raised in the previous inspection report have been effective particularly in the personal development and well being of the learners and in improving the quality of the curriculum and care. There is further work to be done on raising standards, improving the progress learners make and increasing the amount of good and outstanding teaching. The school has a good appreciation of the areas it needs to develop through their quality assurance and self evaluation and is becoming more focused on sharing the good practice that does exist and enabling it to influence the learning and teaching across the school. Performance is monitored and evaluated extensively resulting in accurate assessments of the quality of teaching which sets targets for improvement offering training and support where appropriate. The school has rightly identified the need to accurately assess students' learning as a key focus for improvement. The governing body are very well informed and provide an excellent level of support and guidance. In their role as critical friend they have contributed fully to the improvements made since the last inspection. They are well aware of improvements that need to be made to further raise standards and improve achievement. In particular, the curriculum committee sets a clear agenda for change through their link visits to departments.

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Inspection judgements

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| <i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i> | School Overall | 16-19 |
|--|-----------------------|--------------|

Overall effectiveness

| | | |
|--|-----|----|
| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 3 | NA |
| How well does the school work in partnership with others to promote learners' well-being? | 1 | NA |
| The quality and standards in foundation stage | NA | NA |
| The effectiveness of the school's self-evaluation | 3 | NA |
| The capacity to make any necessary improvements | Yes | NA |
| Effective steps have been taken to promote improvement since the last inspection | Yes | NA |

Achievement and standards

| | | |
|--|---|----|
| How well do learners achieve? | 3 | NA |
| The standards ¹ reached by learners | 2 | NA |
| How well learners make progress, taking account of any significant variations between groups of learners | 3 | NA |
| How well learners with learning difficulties and disabilities make progress | 2 | NA |

Personal development and well-being

| | | |
|---|---|----|
| How good is the overall personal development and well-being of the learners? | 2 | NA |
| The extent of learners' spiritual, moral, social and cultural development | 2 | NA |
| The behaviour of learners | 2 | NA |
| The attendance of learners | 3 | NA |
| How well learners enjoy their education | 2 | NA |
| The extent to which learners adopt safe practices | 2 | NA |
| The extent to which learners adopt healthy lifestyles | 2 | NA |
| The extent to which learners make a positive contribution to the community | 1 | NA |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 2 | NA |

The quality of provision

| | | |
|---|---|----|
| How effective are teaching and learning in meeting the full range of the learners' needs? | 3 | NA |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 2 | NA |
| How well are learners cared for, guided and supported? | 2 | NA |

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

| | | |
|--|-----|----|
| How effective are leadership and management in raising achievement and supporting all learners? | 3 | NA |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 3 | NA |
| How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review | 2 | NA |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can | 2 | NA |
| How effectively and efficiently resources are deployed to achieve value for money | 2 | NA |
| The extent to which governors and other supervisory boards discharge their responsibilities | 1 | NA |
| The adequacy and suitability of staff to ensure that learners are protected | Yes | NA |

| | |
|---|-----|
| The extent to which schools enable learners to be healthy | |
| Learners are encouraged and enabled to eat and drink healthily | Yes |
| Learners are encouraged and enabled to take regular exercise | Yes |
| Learners are discouraged from smoking and substance abuse | Yes |
| Learners are educated about sexual health | Yes |
| The extent to which providers ensure that learners stay safe | |
| Procedures for safeguarding learners meet current government requirements | Yes |
| Risk assessment procedures and related staff training are in place | Yes |
| Action is taken to reduce anti-social behaviour, such as bullying and racism | Yes |
| Learners are taught about key risks and how to deal with them | Yes |
| The extent to which learners make a positive contribution | |
| Learners are helped to develop stable, positive relationships | Yes |
| Learners, individually and collectively, participate in making decisions that affect them | Yes |
| Learners are encouraged to initiate, participate in and manage activities in school and the wider community | Yes |
| The extent to which schools enable learners to achieve economic well-being | |
| There is provision to promote learners' basic skills | Yes |
| Learners have opportunities to develop enterprise skills and work in teams | Yes |
| Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form | Yes |
| Education for all learners aged 14–19 provides an understanding of employment and the economy | Yes |

Text from letter to pupils explaining the findings of the inspection

I am writing on behalf of the inspection team to let you know the judgements we made about your school. We enjoyed meeting groups of you, talking to your teachers and visiting lessons. Your views are very important and helped us to understand some of the best aspects of your school and to identify some things that could improve.

* We think that your school is satisfactory overall with some good aspects* Your teachers and parents are keen to support you and they help you to achieve good examination results in most subjects* Most of you are keen to do well and behave in lessons but there are individual students who go to some lessons determined to chat and mess around. We think they should have a more grown up attitude and give everyone in the class a fair chance to learn* You told us how difficult it is to learn in some of the cramped and overheated classrooms and we agree. We also saw how crowded the corridors are at breaks and lunchtimes* The school supports your personal development well by encouraging you to be safe and healthy, to get involved in the community and to prepare for life after school. Most students get on well with each other and if disagreements or bullying happens there are adults to help as well as other students like the peer mediators* There are a lot of extra curricular activities and these are very popular and enjoyable. The specialist status for visual arts is a really good aspect of your school and has led to some exciting projects. We think the mosaics and sculptures at the front of the building are stunning.

To make your school even better we think your school needs to:* Work with you more effectively to improve the progress you make according to your abilities * Encourage all teachers to prepare challenging and enjoyable lessons* Make sure students have high expectations of what they can achieve* Employ specialist teachers for ICT