

School report

# Teddington School

Broom Road, Teddington, Middlesex TW11 9PJ

## Inspection dates

16–17 January 2018

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Requires improvement
16 to 19 study programmes	Good
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- The quality of teaching is very mixed and, overall, is not good enough. Over the two days that Ofsted were with us they visited a number of cover and supply lessons. At the end of the first day I suggested that they had not seen a typical day at Teddington. I took the inspectors around specifically identified lessons on the second day and they commented on the Good teaching they saw. I am ensuring that everything is made possible for teachers to stretch and challenge students in lessons.
- The school does not have reliably accurate assessment information for pupils, particularly those in Years 8 and 9. Typically, work set does not challenge pupils sufficiently. The inspectors were not able to see in lessons that students are aware of their success criteria. This criticism is unfair in my opinion as all schools are going through a transitional phase introducing the new assessment framework without levels. However, with the introduction of learning journeys at KS3 in September, which I introduced across the Multi Academy Trust (and are being used in Waldegrave and Hampton) we should successfully address this. They have been highly effective in other schools and will help pupils to see progress over time.
- Pupils' behaviour and attendance require improvement. Behaviour in lessons declines when teaching does not capture pupils' interest. Lessons are then disrupted. Staff are not always sure how to apply the behaviour policy correctly. The INSET day in February concentrated on the changes to the behaviour policy. I stressed to staff the importance of consistency in every classroom and we have adopted a new system that focuses on teachers operating a zero tolerance policy towards low level disruption. The senior leadership team now take responsibility for removing disruptive students and leading detentions, freeing teaching staff to give their full attention to planning and marking.
- Pupils make average progress overall. Pupils' progress is variable and depends largely on the quality of teaching they receive. We need to look at all sub groups of pupils achieving their potential. The changes in the curriculum for next year's year 10 will support students being able to achieve their potential. Staff are participating in regular progress reviews with their Heads of Departments and there is a CPD programme for staff to ensure we are consistent in our approach to differentiation for all student abilities.

- The curriculum, while broad, does not enable some pupils, who need extra support, to get the qualifications they need. There were a number of students, both last year and this year, who did not complete a full suite of qualifications for various reasons including school refusal and medical reasons. We are not only introducing the compulsory E Bacc subjects for our current year 9 students, but we are also introducing additional qualifications that are more suited to different learning needs.
- Disadvantaged pupils do not achieve as well as they could. This is true at present, although the gap has closed slightly from the validated data of the 2016-17 summer results. This issue is not specific to Teddington, but at the core of the values of Teddington School is that all students achieve their potential and I will do everything possible to ensure the best outcomes for our disadvantaged students. I have appointed a new associate assistant head who is going to be solely responsible for tracking the progress of all our disadvantaged students. A full review will be carried out before the end of the academic year. There has also been an audit in the SEND department to confirm that we are meeting the needs of all students who have EHCPs.

#### **The school has the following strengths**

- Pupils do well when they first join in Year 7. The transition from primary schools is well managed.
- The new sixth form is good. Students do well in their A-level courses.
- The new head of school has correctly identified aspects of the school's work that the school needs to improve.

- The school's official self-evaluation is not accurate. It is too generous and underestimates the school's weaknesses. I have rewritten the self-evaluation. As a senior leadership team we will meet every half term to assess our self-evaluation in line with our current data and we will RAG the progress so far. As a result of our analysis every half term we will identify 5 key lines to be shared with all staff.
- Governors do not challenge school leaders robustly. They accept leaders' evaluation of the school without sufficiently questioning it. We have appointed two new co-chairs of our governing body and there will be a governance review before the end of this academic year. I would like to take this opportunity to thank the governing body who have been incredibly supportive to me since I started at Teddington School in September.
- Provision for pupils who have special educational needs (SEN) and/or disabilities is well managed, but limited. I have introduced a new wave of support for our SEND students. I have identified where there is capacity in teachers's timetables and these teachers will be using their free periods to go into lessons to support students with EHCPs. However, we still need more resources.

- The staff provide and oversee a terrific range of extra-curricular activities for pupils.
- The school is friendly. Pastoral care is strong.
- Communication with parents and carers is usually effective. Most parents who responded to the survey would recommend the school.

## Full report

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

- Improve teaching so that pupils' outcomes rise and become at least good, by ensuring that teachers:
  - set work for pupils that matches their needs and challenges them to learn and make progress
  - encourage pupils to think deeply, explain their thinking and improve their work
  - receive the professional support they need so that teaching becomes consistently effective.
- Improve leadership and management so that leaders:
  - develop an accurate school self-evaluation process
  - improve the reliability and accuracy of the assessment system
  - act quickly to improve the prospects, provision and outcomes for disadvantaged pupils
  - ensure that the curriculum meets the needs of all pupils so that they can succeed and gain good qualifications
  - increase the support for the learning of pupils who have SEN and/or disabilities
  - are challenged consistently, routinely and robustly by governors.
- Improve pupils' behaviour so that it is at least good by:
  - ensuring that the behaviour policy is applied consistently across the school
  - improving pupils' attendance, including the attendance of pupils who have SEN and/or disabilities, so it is consistent across year groups
  - improving the quality of teaching.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### Effectiveness of leadership and management

### Requires improvement

- Since the previous inspection, leaders have developed systems which ensure that the school runs smoothly and happily, is a welcoming place, and works usefully with other schools. The new sixth form has been well established. Many parents value these achievements.
- Not all senior and middle leaders show high ambition for all pupils. Some have overrated, or excused, the middling rates of progress made by many. Leaders have not always dealt quickly with underachievement when it occurs. Leaders have not had enough positive impact on teaching, pupils' progress and behaviour in key stages 3 and 4.
- The school's self-evaluation is not accurate. Leaders have rated the school too highly and underestimated where improvements are needed. As a consequence, the school's development plan is not sharply focused on the areas that need to improve.
- However, some key members of staff, including the new head of school, are aware of the improvements required, particularly in teaching. They have begun to address them, with some initial success. Many parents commented positively on recent changes initiated by the head of school. One typically said, 'The head of school seems to be improving the school already.'
- The formal performance management of staff takes place in a timely way. However, it has not yet led to the needed improvements in teaching being made.
- Leaders have not ensured that the pupil premium funding is used effectively. Disadvantaged pupils are not helped to achieve as well as they could. Leaders have sought to address this very recently, and made changes, but these have had limited time to show their impact.
- Year 7 catch-up premium is well spent. Pupils who join the school with below-average literacy and numeracy standards quickly receive effective help, so that they can join in class with activities and make progress.
- The school provides a broad curriculum. Pupils participate in a wide range of activity that prepares them suitably for life in modern Britain. The school develops pupils' spiritual, moral, social and cultural development effectively. Parents appreciate the high levels of information they receive about the subjects that their children study.
- Most pupils are served well by the wide range of subjects and qualifications offered at key stage 4. However, the school's provision does not meet the needs of some pupils as effectively, and this limits their progress. The music department has helpfully bucked this trend by offering a successful GCSE course alongside a well-organised vocational BTEC course. This enables many pupils to be confident in taking this subject.
- Pupils enjoy an exceptional range of exciting and well-attended activities out of school hours. These include competitive sport, drama, music, technology, the arts and more. Almost all pupils participate enthusiastically, and this helps to motivate them in their learning.

**Comment [KP1]:** Where Teddington School teachers expect outstanding outcomes of their students, this is always reflected in those teachers' excellent results. We need to embed a consistent culture of high expectations across all staff. We will introduce a new data tracking system in September. When staff can track student data and quality assurance is consistent, we will know whether students are achieving in line with their expected targets.

**Comment [KP2]:** I will develop the new School Improvement Plan with the governors over the Summer term ready for September. It will be focused on the areas identified in this report. The school will be working with a new school improvement partner.

**Comment [KP3]:** We had a review of Performance Management this year and as a result there is a sharper focus on specific groups and their achievement. We will continue to make improvements over the next year.

**Comment [KP4]:** We have appointed two new learning achievement mentors to work with Pupil Premium students and a new associate assistant head to line manage them.

**Comment [KP5]:** New BTECs and Vocational Certificates in a variety of subjects will be offered this year to the current year 9 students.

- Mentoring and professional development for newly qualified teachers are appropriately structured. They help these staff to make a confident start to their careers.

### Governance of the school

- The governing body is not sufficiently independent from the executive headteacher and other senior leaders. Although governors ask some valid and testing questions, they tend to accept, without sufficient scrutiny, the positive answers and presentations that some senior leaders provide. Governors are not insistent enough in teasing out problematic issues, checking whether school policies and systems work well for the pupils or requiring additional evidence when needed.
- Governors have not recognised the significance of the aspects that the school needs to improve. For example, they discussed a recent external evaluation of the school and were reassured, taking too lightly the weaknesses that it pointed out.
- The governing body has strengths in the way it is organised. Governors are committed and active in their roles. They visit the school at work. There is a suitable committee structure.

**Comment [KP6]:** There will be a full review of governance in the Summer term. The governors and I will be reviewing the structure of the governing body and its meetings to provide, for example, better links within the school.

### Safeguarding

- The arrangements for safeguarding are effective. Pupils are well looked after.
- The school's culture of safety is strong. For instance, in a Year 8 science lesson, pupils received careful guidance on how to protect themselves. This enabled pupils to make chemicals react together, and learn about this safely and with enthusiasm.
- Pupils can explain how to keep themselves safe, including when using the internet. Staff are well trained in what to do to protect pupils from different forms of abuse, extremism and radicalisation. Leaders ensure that staff training is regularly updated. Leaders ensure that pupils are safeguarded carefully when attending alternative provision.
- Child-protection procedures are well established and effective in addressing concerns. Parents commented on this positively. Leaders make sure that appropriate pre-employment checks are made on adults working at the school. Where necessary, records of any concerns are kept scrupulously.

### Quality of teaching, learning and assessment

### Requires improvement

- Teaching is of mixed quality, and is not good enough to enable pupils to achieve as well as they could.
- Too much work lacks challenge, pupils are insufficiently enthused and make less progress than they should. One parent typically stated, 'My son is frustrated that the work is too easy.'
- This leads to pupils' varied progress over time, even in the same subject. For example, in some key stage 4 mathematics lessons, when pupils focus well on difficult subject matter and teachers' explanations are clear, pupils learn well. However, more widely, pupils are not challenged when they complete work already covered lower down in the school, or in primary schools.

**Comment [KP7]:** All of the teaching and learning development work being done with staff from now until the end of the year will be focused around challenging the more able and supporting those who need more support.

- In key stage 3, the school has recently developed a system for checking pupils' learning over time. The information from these assessments is not reliable. Teachers do not therefore have accurate information, particularly about pupils in Years 8 and 9. At times, teachers do not set work at the right level of challenge to meet pupils' needs, which reduces their progress.
- Teachers usually set suitable homework, and provide helpful information to families about what is expected. Pupils and many parents said that they find this is useful in supporting learning.

**Comment [KP8]:** Please refer to my comments on page 1. The introduction of the learning journeys will support this.

**Comment [KP9]:** The school will be introducing a new homework software package in September which will support teachers in setting homework. Middle leaders will quality assure this, parents will have an active part to play in supporting homework.

## Personal development, behaviour and welfare

## Requires improvement

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Staff provide strong pastoral care for pupils, especially those who are vulnerable. Parents and pupils spoke very highly of this aspect of the school's work. School staff work closely with external agencies and families to make sure that pupils are supported and safe.
- Pupils know how to keep themselves safe. They also understand what they need to do to learn well. The school is a friendly and lively place for young people and their well-being is promoted successfully.
- There are some recorded instances of bullying. The school has suitable systems to deal with these, and usually they are addressed effectively and promptly, to pupils' satisfaction. However, some pupils and parents said that bullying is occasionally not stopped quickly.
- Many pupils willingly take on responsibilities, such as being a prefect or school councillor.
- Staff check carefully the well-being of pupils who attend alternative provision, who are well looked after.

### Behaviour

- The behaviour of pupils requires improvement. When teaching does not engage pupils' interest, pupils' behaviour deteriorates and there is too much chatter and little attention on learning. This was an aspect identified for improvement at the time of the previous inspection and has not been fully addressed.
- Learning is frequently disrupted by pupils' unsettled behaviour. One parent commented, expressing the views of others, 'There is a problem with low-level disruptive behaviour, which interrupts learning.'
- Staff do not consistently follow the school behaviour policy. Pupils said that teachers apply the school's rules differently. Some members of staff do not feel it is clear to them, or to pupils, what types of behaviour should merit a warning or punishment.
- Pupils' behaviour around the school is variable. Pupils are generally polite and friendly. However, sometimes they forget basic manners, including holding doors open for

**Comment [KP10]:** This will be addressed from this point forward. The behaviour policy and teaching and learning policies will dovetail with one another.

**Comment [KP11]:** The new behaviour policy will ensure that staff do not tolerate low level disruption during lessons. Equally, teaching needs to match the learning needs of pupils so that students are engaged in their learning.

**Comment [KP12]:** The new behaviour policy ensures consistency across the school. The policy dictates exactly how staff should respond and they have a script that they must follow to encourage uniformity. We have created a levels of intervention chart in consultation with staff and we will be launching this after Easter.

others. Occasionally, behaviour is boisterous, particularly when pupils are not directly supervised.

**Comment [KP13]:** Every week in year group assemblies we emphasise the importance of upholding the school values.

- Pupils' attendance is broadly average. At the time of the inspection, it was particularly low in Year 9, especially for pupils who have SEN and/or disabilities. The school's approach to encouraging regular attendance is appropriate, but in practice has not led to high attendance levels.
- The number of exclusions has fallen. The school has successfully improved its procedures for meeting the needs of pupils at risk of exclusion. The school's approach to restorative justice supports pupils effectively.

### Outcomes for pupils

### Requires improvement

- Pupils in Years 7 to 11 do not achieve as well as they should.
- In key stage 3, especially in Years 8 and 9, pupils' rates of learning are very mixed, depending on the quality of teaching.
- There are gaps in the learning of older pupils as a result of the quality of teaching. For example, pupils in Year 11 expressed concern that they had not covered the science syllabus in sufficient detail, and had not achieved well in their mock examinations. Many parents also expressed concern about this.
- Disadvantaged pupils make less progress, including in English and mathematics, than other pupils across the school and in relevant national comparisons.
- The progress made by other groups of pupils, including those who have SEN and/or disabilities, those who speak English as an additional language and the most able, is similar to that of all pupils at the school. It is variable and requires improvement. The school's provision for pupils who have SEN and/or disabilities is not extensive enough to make a strong difference to pupils' learning.
- In 2017, GCSE results fell from those in previous years. Pupils in Year 11 in 2017 joined the school with slightly above-average attainment. They made generally average progress, and finished with slightly above-average attainment at GCSE. This overall picture masks some inconsistencies, however. Pupils attained well in mathematics, English and modern foreign languages, for example. They attained less well in some other subjects, including design and technology, media and photography.
- A sizeable proportion of pupils who left Year 11 in 2017, many of them vulnerable in some way, underachieved at GCSE, compared to their prior attainment. Although the school provided appropriate care for these pupils, it did not successfully meet their learning needs. The needs of some older pupils currently at the school are not well met. The school's self-evaluation does not adequately recognise this shortcoming.
- Year 7 pupils make a positive start to their secondary education when they join the school. They generally feel happy and welcomed. Those who need to catch up with basic literacy and numeracy are helped to do so successfully.
- Almost all pupils find a suitable placement for the next stage of their education when they leave the school at the end of Year 11. The proportion of pupils leaving the school and not in education, employment or training is very low.

**Comment [KP14]:** We have successfully recruited excellent new members of staff, starting in September. I worked with the Science department to re-timetable the allocation of the most experienced teaching staff to teach our GCSE classes.

**Comment [KP15]:** I do not agree with this assessment. The 2017 results were the first year of the numerical levels in English and Maths. These results do not directly equate with the former A\*-G gradings. Success rates in key subjects cannot be compared to previous GCSE results.

**Comment [KP16]:** The SEF has been edited to address this. A specific action plan is being put in place for vulnerable year 11 students.

## 16 to 19 study programmes

Good

- The sixth form is purposefully led. Leaders have carefully considered the role of this sixth form in the local area. There are sensible plans, which have begun in practice, to work more closely with other schools, to broaden further the existing wide range of A-level options.
- Teaching in Years 12 and 13 is good. Teachers are well versed in the expectations of sixth-form courses. Students' progress is carefully monitored. Work set is well matched to the students' needs, and helps them to think for themselves and to relate their new learning to examination requirements.
- Students complete their sixth-form courses in exceptionally high numbers. They make good progress, achieving the grades necessary to take them on to university or worthwhile employment. Many students in 2017 gained university places, including at well-renowned institutions.
- Sixth-form students receive good advice about courses, employment and university options. They value this very much, as well as the high level of pastoral support they receive. Students are suitably safeguarded. They feel secure and well cared for. They benefit from well-organised and targeted work-experience placements.
- Sixth-formers who have specific responsibilities, including those on the student leadership team, take their responsibilities seriously and serve their fellow students, and the younger pupils effectively. They represent the school proficiently, and take on some key roles, such as leading assemblies and raising charitable funds. Sixth-form students conduct themselves well. They are good role models for younger pupils.
- There is scope for teachers to expect still more of students in some lessons and subjects. A few students missed the highest grades of A and A\* in 2017 that their records indicated they were capable of reaching.
- Disadvantaged students are underrepresented in the sixth form. The school does not allow students to retake English and mathematics GCSEs in Year 12 to improve their grades, so the sixth form is not accessible to students who need to do this.

**Comment [KP17]:** This statement is incorrect. My appeal to Ofsted to correct this was refused. We do teach retakes in English and Maths in the sixth form.

## School details

Unique reference number	138460
Local authority	Richmond upon Thames
Inspection number	10041046

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

Type of school	Secondary comprehensive
School category	Academy converter
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	1,320
Of which, number on roll in 16 to 19 study programmes	120
Appropriate authority	The governing body
Chair	Jennifer Johnson
Headteacher	Kathy Pacey (head of school); John Wilkinson (executive headteacher)
Telephone number	020 8943 0033
Website	<a href="http://www.teddingtonschool.org">www.teddingtonschool.org</a>
Email address	<a href="mailto:info@teddingtonschool.org">info@teddingtonschool.org</a>
Date of previous inspection	26–27 February 2014

## Information about this school

- This is an above average-sized secondary school, serving a suburban location by the River Thames. Since its previous inspection, it has opened a sixth form.
- The school meets the current floor standards, which are the government's minimum expectation for pupils' achievement at GCSE.
- Most of the pupils are White British. Many other ethnicities are represented in the school, in relatively small numbers.
- Fewer pupils than average speak English as an additional language.

- The proportion of disadvantaged pupils, who are entitled to pupil premium funding, is much lower than the national average.
- The proportion of pupils who have SEN and/or disabilities is below average.
- Some pupils attend alternative provision off site. The providers concerned are West Thames College, Malden Oaks and the local authority, which takes responsibility for some pupils who have medical needs.
- The school receives external support from an education consultant.
- Teddington School is a standalone academy, overseen by its governing body. The head of school joined in the autumn term of 2017. She is overseen by the executive headteacher, who was the school's full-time headteacher from 2014 until the summer of 2017. The executive headteacher is also the chief executive officer of the Richmond West School Trust, and oversees two other nearby schools in this role.

## Information about this inspection

- Inspectors visited a large sample of classes across all year groups and in most subjects, many of them jointly with senior leaders. They observed around the school at break and lunchtimes, during assemblies and in after-school activities.
- They looked at samples of pupils' work in several year groups and subjects, and in particular detail in Years 8 and 9.
- They held discussions with the executive headteacher, head of school, senior and middle leaders, governors and many members of staff. They spoke with the school's improvement partner.
- They met with several groups of pupils and students formally and informally and heard pupils from Year 7 read.
- Inspectors evaluated documents, including the school's development plan and school evaluations, and assessments of pupils' outcomes. They considered pupil premium funding information, external evaluations of the school, records of pupils' attendance and behaviour as well as written records of meetings.
- They took careful account of the 450 responses from parents to Parent View, Ofsted's online survey, including over 100 written comments. They met with parents. They analysed the responses of pupils to confidential questionnaires. The school did not offer staff the opportunity to complete Ofsted's confidential questionnaire.

## Inspection team

Robin Hammerton, lead inspector	Ofsted Inspector
Louise Voden	Ofsted Inspector
Sue Bzikot	Ofsted Inspector
Charles Spring Rice	Ofsted Inspector
Avnee Morjaria	Ofsted Inspector

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