



Teddington School, Broom Road,  
Teddington, Middlesex TW11 9PJ

**T** 020 8943 0033  
**W** [www.teddingtonschool.org](http://www.teddingtonschool.org)  
**E** [info@teddingtonschool.org](mailto:info@teddingtonschool.org)

*Head of School: Kathy Pacey NPQH  
Executive Headteacher: John Wilkinson MA  
NPQH*

7 March 2018

Dear Families,

I will be holding a parents forum on the 24<sup>th</sup> April as planned, however, following on from the recent Ofsted report, I feel it would be valuable to parents to host an earlier parent forum on the 15<sup>th</sup> March at 6pm to discuss the outcomes and address any questions you may have.

In the mean time I have attached the frequently asked questions sheet that I sent out last week in the newsletter in case that addresses your query. The Ofsted report requires a full plan to be written to address the areas for development. This is being prepared and will be shared with parents when it is completed. In the meantime I have provided a short paragraph which outlines what we are doing for each of the areas below as well as a more detailed response to the report. This is not designed to be an exhaustive plan. If you have a specific question you would like to put to me on the 15<sup>th</sup> March, please email your question in advance to my PA Ms Bradstreet at ([info@teddingtonschool.org](mailto:info@teddingtonschool.org)) and I will make sure I have a fully prepared answer for you.

The evening will consist of a small presentation from myself about how we are moving forward, answers to emailed questions and then time for some open questions.

I am sorry that Mr Wilkinson is currently away from school with a long term health issue which means he will not be able to attend. Joining me will be the new co-chairs of governors, Juliet Hartridge and Julian Gravatt who will be available to answer questions from a governance perspective.

May I kindly request that you let my PA know by March 14th if you plan to attend the forum.

I look forward to welcoming you on the 15th March and thank you for your continued support.

Sincerely

Ms K Pacey

## Areas for development

**The quality of teaching is very mixed and, overall, is not good enough.**

The quality of teaching is not consistently good enough. Some teachers need to be trained and supported to stretch and challenge students in lessons and this is happening by the following actions;

- Further regular training for staff with a focus on stretch and challenge
- Review of differentiation within lessons
- Headteacher and leadership team monitoring
- Use of pupil feedback
- Head of department learning walks and monitoring
- Review and support from local schools and other experts
- Weekly priorities for staff via briefings
- Incremental coaching from outstanding teachers.
- Performance management to support and challenge staff
- Celebration and sharing of excellent teaching
- Weekly teaching and learning tips
- Support plans for staff

It should be noted that there are examples of excellent teaching across the school and this can be seen in the progress the students make in these 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.**

Staff are using a new assessment framework which has been adapted following the national removal of levels from Key Stage three and this needs further development. This will include staff and students using a tracker sheet or 'learning journey' for each module for each subject. This is something that has been introduced successfully at Waldegrave, Hampton High and Twickenham School and will help students and parents see progress over time. Learning Journeys will be used from the Summer term in some subjects and from September in all subjects. In addition we are reviewing how we report on progress to make this clearer to students and parents.

**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 consistent application of the behaviour policy. Staff are aware of the importance of consistency in every classroom and we have adopted a system that focuses on teachers managing low level disruption in a much more consistent way. You will have received a letter about this system which includes senior leadership team taking responsibility for removing disruptive students and leading detentions ensuring teaching staff are able to concentrate on teaching, planning and marking. This will be reviewed for September 2018.

**Pupils make average progress overall. Pupils' progress is variable and depends largely on the quality of teaching they receive.**

Although students make average progress overall we recognise that we have more work to do to ensure all pupils achieve their full potential and progress is better than average. An improvement to Teaching and key changes to the curriculum will support students with this. Staff are participating in regular progress reviews with their Heads of

Departments and there is a full training programme for staff to ensure we are consistent in our approach to differentiation for all student abilities. In addition heads of years have a role to monitor and improve the progress of students in their year group and a focused intervention programme is being used in year 11 to support students.

**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 who did not complete a full suite of qualifications. This is for various reasons including school refusal, reduced timetables and medical reasons. We have done a full review of the curriculum for current year 9 and beyond and made some changes which will ensure that the curriculum better suits the needs of all students. For example additional qualifications have been introduced to extend the able and support the less able. There is a detailed year 11 action plan that has been actioned leading up to the exam period.

**Disadvantaged pupils do not achieve as well as they could.**

Nationally disadvantaged students do not currently achieve as well as other students, at Teddington this is also true. The gap has closed for summer 2018 results but is not yet narrow enough. At the core of the values of Teddington School is that all students achieve to their potential and a review of practices is being undertaken so that a range of strategies can be implemented to ensure the very best outcomes for our disadvantaged students including;

- a new associate assistant head has been appointed to be responsible for working with staff and tracking the progress of all our disadvantaged students
- a full review will be carried out before the end of the academic year.
- In the short term staff are ensuring that they plan and teach lessons that differentiate for all students and that disadvantaged students are given the opportunities to reach their potential.

**The school's official self-evaluation is not accurate. It is too generous and underestimates the school's weaknesses.**

The self-evaluation has been rewritten so that it reflects the view of the inspection team. This will only be moved when we have the data to support a better self-evaluation.

**Governors do not challenge school leaders robustly. They accept leaders' evaluation of the school without sufficiently questioning it.**

New co-chairs have been appointed and there will be a mandatory governance review before the end of this academic year which will provide a framework for improving the work of the governing body. It should be noted that Governors of the school are volunteers and give extremely generously of their time to challenge and support the work of the school. There will be more openings for parent Governors in the future.

**Provision for pupils who have special educational needs (SEN) and/or disabilities is well managed, but limited.**

Immediate improvements have been made by increasing the capacity of staff to support students with SEND. Where there is capacity on teacher's timetables, this will be used to support students with EHCPs. There is still a need for more resources and Governors are looking at how these can be provided.