

# Inspection of Twyford Church of England High School

Twyford Crescent, Acton, London W3 9PP

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Inspection dates: 17 and 18 October 2023

<b>Overall effectiveness</b>	<b>Outstanding</b>
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>Outstanding</b>
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since May 2012.

The headteacher of this school is Mark Bedford. This school is part of Twyford C of E Academies Trust which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Dame Alice Hudson, and overseen by a board of trustees, chaired by Peter Broadbent.

## What is it like to attend this school?

Pupils are proud to attend this school. Leaders set high expectations, so that pupils behave extremely well, achieve highly and are ambitious for their futures. Pupils thrive on meeting these expectations. Staff and pupils work harmoniously and, as a result, pupils feel safe, happy and excel. Pupils' behaviour and attitudes across the school are exceptional.

Leaders have developed a very ambitious curriculum, enhanced by an extensive range of wider opportunities. The education offered at Twyford is unique and highly developed.

Leaders enable teachers being both experts in their subject and teaching, equipped to deliver a broad curriculum that is well planned, challenging, and enjoyable. Pupils work hard and want to do well for themselves. A strong culture of pupil achievement and well-being motivates staff to inspire, so that pupils achieve excellence.

Pupils have many wider experiences provided, which develop pupils' wider enrichment opportunities. Leaders provide many opportunities for pupils to explore music, sport, and chaplaincy. A high number of pupils take part in in house competitions and the Duke of Edinburgh's Award programme.

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

The school is exceptionally well led. Leaders think carefully about every aspect of the education they want all pupils to experience. The curriculum is broad, exceeding the ambitions set by the national curriculum. For example, all pupils enjoy dedicated curriculum time to develop their singing knowledge and skills. Leaders have also developed a creative approach to delivering design and technology. This approach helps pupils acquire key skills, such as coding and design principles, that prepare them well for future employability.

Pupils experience a high-quality education through a meticulously planned, well-designed and sequenced curriculum that is expertly delivered. Teachers think hard about what they teach and when, breaking down topics, so that pupils understand important concepts before learning moves on. A trust-wide approach to delivering key content, such as in mathematics, ensures pupils achieve highly.

Pupils behave exceptionally well. They are highly focused and value the support and encouragement they receive. Staff present information to pupils in a highly consistent way. This helps pupils to build and recall key knowledge deeply. Leaders have rigorous systems to check on pupils' attendance. As a result, pupils' attendance is high.

Leaders place a high priority on reading. Pupils who need support with reading receive timely and effective support. Notably, Year 11 pupils have been trained as reading mentors, supporting younger pupils to become confident readers.

Assessment is well planned, helping teachers to check that pupils are ready to move on in their learning. Assessments also inform how learning is adapted, so that all pupils achieve very well, including pupils with special educational needs and/or disabilities (SEND). Pupils with SEND are well supported by skilled staff, who know the needs of pupils well. Parents and carers are fulsome in their praise of the school and the education their children receive.

Leaders ensure that pupils experience a carefully planned pastoral curriculum. This is strengthened by the schools focus on key behaviours and attitudes through the '10:10 ethic'. Pupils explore personal health, well-being, healthy relationships, careers and life in modern Britain. For example, all pupils learn about consent in an age-appropriate way at different points in their education. Pupils learn about how to be safe and stay safe online and in their wider communities. All pupils, including those in the sixth form, receive timely guidance about their next steps. This includes a wealth of external providers to advise pupils. In the sixth form, students develop greater independence for when they leave school. This includes through work experience and taking on responsibilities, such as supporting younger pupils in lessons and at clubs.

Teachers feel very well supported by leaders in their professional practice, workload and how mindful leaders are about staff well-being. Staff receive purposeful and regular training and support, including staff in the early stages of their teaching careers.

Governors know the school extremely well and provide leaders with appropriate levels of challenge and support.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **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>	137546
<b>Local authority</b>	Ealing
<b>Inspection number</b>	10290183
<b>Type of school</b>	Secondary Comprehensive
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	11 to 18
<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>	1626
<b>Of which, number on roll in the sixth form</b>	638
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Peter Broadbent
<b>Headteacher</b>	Mark Bedford
<b>Website</b>	<a href="http://www.twyford.ealing.sch.uk">www.twyford.ealing.sch.uk</a>
<b>Dates of previous inspection</b>	2 and 3 May 2012, under section 5 of the Education Act 2005.

## Information about this school

- The school is part of Twyford Church of England multi-academy trust and connected with London Diocesan board for schools.
- The school's last section 48 inspection was in April 2017
- 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 does not use alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors held meetings with the chief executive officer, headteacher and other senior leaders. Inspectors met with leaders with responsibility for SEND; careers education; personal, social and health education; behaviour; early reading and pupils' wider development.
- Inspectors carried out deep dives in these subjects: science, geography, music, English, physical education and modern foreign languages.
- For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also spoke to leaders about the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of staff, leaders and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors met with a representative of the local governing body and the trust.
- Inspectors considered responses to Ofsted's online surveys for parents, staff and pupils.

## Inspection team

Sophie Cavanagh, lead inspector	Ofsted Inspector
Gareth Cross	Ofsted Inspector
Shaun Dodds	Ofsted Inspector
David Booth	Ofsted Inspector
Robert Grice	His Majesty's Inspector

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