

# Teddington School

**Address:** Broom Road, Teddington, Middlesex, TW11 9PJ

**Unique reference number (URN):** 138460

## Inspection report: 28 April 2026

|                    |                                                                                   |
|--------------------|-----------------------------------------------------------------------------------|
| 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 ●

### Achievement

Strong standard ●

Pupils achieve highly across the curriculum. This includes in their knowledge of communication and language, reading and mathematics. Pupils, particularly those in key stage 4, achieve very well in national tests. This is consistent across all subjects.

Pupils with special educational needs and/or disabilities make substantial progress from their starting points across different subjects. Leaders are aware that pupils who are disadvantaged need to make more progress. Clear and appropriate actions are in place to narrow any gaps rapidly.

Pupils learn the intended curriculum extremely well. They secure the knowledge and skills that they need to access increasingly difficult topics. Pupils produce high-quality work and apply their learning with precision. They demonstrate an impressive depth in their learning. As a result of their strong achievement and performance in national examinations, pupils are very well prepared for their next steps.

### Curriculum and teaching

Strong standard ●

Leaders have an acute understanding of the quality of the school's curriculum and its implementation. The school provides an ambitious and rich curriculum. This places emphasis on learning new vocabulary and terminology as well as building knowledge and skills. The curriculum is thoughtfully designed and adapted where appropriate to meet pupils' needs. The breadth of subjects available for pupils to study in Years 10 and 11 ensures that they have many options when choosing their next steps.

Pupils consistently benefit from high-quality teaching. Lessons are skilfully taught to ensure new learning builds on what pupils already know. Teachers explain new ideas clearly and model new concepts to ensure pupils understand. They check pupils' learning regularly and address misconceptions when they arise. As a result, any gaps in pupils' knowledge are quickly narrowed. Pupils respond to timely feedback to help them improve.

Staff are highly alert to identifying pupils who need to strengthen their communication, reading or mathematical skills. Structured programmes are in place that provide sharply focused support. Teachers are adept at deploying resources and making adaptations in class to reduce any barriers to achievement. Pupils are highly engaged in their learning.

### Inclusion

Strong standard ●

Inclusion is the responsibility of all. Pupils' needs, including those with special educational needs and/or disabilities and disadvantaged pupils, are quickly identified, assessed and addressed. Staff work collaboratively and consistently to overcome barriers to learning to ensure that pupils succeed. In practice, this means that pupils with additional needs achieve well.

Leaders evaluate the impact of the school's provision and additional support for pupils in a timely and highly effective manner. This allows them to ensure that the school's strategies are precisely matched to pupils' needs and individual challenges. It also helps leaders to make sure that all staff are suitably trained to deliver the adaptive teaching practices that the school prioritises.

Parents and carers are hugely positive about the school and say it knows their children well. They value how staff enable them to understand how best to guide their children's learning at home. Leaders ensure that there are close working relationships with external agencies. This provides bespoke support for the needs of particular pupils, including those known to social care. This includes working constructively with the local authority.

The use and impact of additional funding are carefully planned and evaluated. Leaders continually refine strategies to ensure that the impact on disadvantaged pupils' experiences of school is highly positive. Leaders' use of alternative provision provides highly effective support for pupils who need this.

## **Leadership and governance**

**Strong standard** ●

Leaders, governors and trustees share a common vision for the school and its future. They systematically evaluate strengths and priorities for further improvement. Well-established systems and a keen analytical approach ensure that they make strategic decisions that put pupils' interests first. Leaders know in great detail the actions they need to take to bring about further improvement.

Governors and trustees are knowledgeable about their roles. They hold leaders to account appropriately. They are fully involved in the life of the school and have detailed knowledge of its particular context. Staff morale is high. They have a manageable workload and leaders support their wellbeing extremely well. The school offers a substantial training programme to develop staff expertise. Those in the early stages of their career appreciate the guidance provided. More established staff can follow leadership pathways and qualifications.

Staff have meaningful opportunities to collaborate on key school priorities. This supports the development of their professional knowledge, as well as whole-school improvement. For example, the school is identified nationally for its strong practice in using technology to support learning. Leaders at all levels have the opportunity to cascade Teddington's strong practice to the other schools in the trust.

Leaders fully understand their duty of care. They are tireless in their efforts to ensure that all pupils experience high standards of education and feel valued. Parents and carers are highly favourable about the support given to their children and recognise the school's efforts to work in partnership with them.

## **Personal development and wellbeing**

**Strong standard** ●

Leaders combine high expectations for pupils with a deep sense of community and belonging. Pupils benefit from the nurturing ethos. Staff take time to support and foster the talents and interests of pupils. All pupils who join the school quickly feel part of the community. Pupils celebrate diversity and there is a distinct sense of tolerance. Leaders

weave the school's values into the curriculum and through its other work. This means that pupils learn to be responsible, resilient and empathetic citizens. There is a highly inclusive ethos at the school. Pupils want to attend school and take their education seriously. Staff work thoughtfully together to support and care for pupils who may have barriers to their learning or wellbeing. Disadvantaged pupils and those with special educational needs and/or disabilities flourish.

Pupils follow an ambitious and enriched personal development programme. Highly effective pastoral support is integral to the school's approach. Pupils develop a detailed understanding of important issues such as discrimination and equality. Pupils discuss current challenges in society with respect and sensitivity. Pupils follow an excellent careers programme. They are very well prepared for life in modern Britain and their next steps.

The school provides an extensive enrichment programme which includes many visits and activities. For example, key stage 4 and 5 students visited New York to enrich their understanding of the performing arts industry. The school's unique series of 'Teddington Talks' enables pupils to engage in public speaking and build up their leadership skills. Leaders are tireless in ensuring that all pupils, including those who may have additional barriers, can participate in this rich offer. The whole school production involves a very high number of pupils. Similarly high numbers of pupils take part in the very popular Duke of Edinburgh's programme.

## Post 16 provision

Strong standard 

Leaders have established a highly successful post-16 provision. This has grown rapidly in recent years. The sixth-form curriculum is ambitious and leaders keep it under regular review. A wide range of courses are on offer. This includes a pathway for work-related courses.

Teachers have high expectations. Students learn to become more independent, for example, in their wider subject reading and through their use of technology. Teachers make sure that students progress confidently through the curriculum. Highly precise teaching helps students to achieve well across the range of courses that they study. This includes their academic performance in national examinations and assessments. Students with special educational needs and/or disabilities achieve very well from their starting points.

Students appreciate the guidance they receive in relation to preparation for life after sixth form. This includes, for example, applying for a university place or an apprenticeship. Students who join the sixth form at the beginning of Year 12 from other schools are tremendously complimentary about their experiences.

Students benefit from a rich enrichment offer as part of their study programme. This includes taught content about healthy relationships, finances and stress management. Students can also access the very popular Duke of Edinburgh's award scheme. They contribute regularly to the school's unique 'Teddington Talks', which develop their public speaking and leadership skills.

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## Expected standard

### Attendance and behaviour

Expected standard 

Pupils' attendance has the highest priority across the school. It is carefully tracked by leaders and if a pupil's attendance starts to drop, it is quickly identified. Leaders are proactive in working with different professionals and families to improve attendance further. There is extensive support for pupils to reintegrate smoothly when they have had a period out of school. Overall, pupils attend in line with pupils nationally. The attendance of some pupils, including disadvantaged pupils, needs to improve further. Leaders are prioritising this as a matter of urgency and taking the right action.

Leaders have established a highly positive culture that is conducive to learning. Pupils are settled and calm throughout the school. They build a keen understanding of responsibility. Lessons are rarely disrupted by poor behaviour. Teachers intervene swiftly to address this, should it ever occur. Staff, pupils, parents and carers are very positive about recent changes to the school's approach to behaviour. Pupils respect their peers and have positive relationships with staff. Pupils make a significant contribution to their school community and embrace its inclusive ethos. Staff provide effective, personalised support for pupils who face challenges when meeting the school's high expectations of behaviour.

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

Pupils flourish at this inclusive and aspirational school. Parents and carers, staff and pupils appreciate leaders' ongoing focus to continually improve the school. Pupils enjoy coming to school, meeting their friends and making the most of their learning. They embrace the school values of 'inclusion, opportunity and excellence' through every aspect of school life. Pupils generally attend school well. Leaders are aware that some struggle to meet the school's high expectations for attendance.

Pupils study a very ambitious and broad curriculum. This develops both their academic and creative knowledge and skills. Pupils develop secure knowledge and skills as they progress through the school. As a result, pupils achieve highly, particularly by the end of Year 11. This prepares them well for the next stage of their education, training or employment. The rapidly expanding sixth form offers a wide range of study programmes with additional enrichment opportunities.

Leaders and staff quickly identify any potential barriers to pupils' learning. The school puts highly effective support in place so that all pupils can thrive. The well-respected, specially resourced provision for pupils with special educational needs and/or disabilities, 'the Kingfisher Centre', provides a bespoke and welcoming learning environment for pupils with social, emotional and mental health needs.

Pupils get along well with one another. They have positive relationships with staff. Pupils learn how to be respectful to everyone and take responsibility for their own behaviour. They are keen to learn and lessons are rarely disrupted by poor behaviour. Pupils feel safe in school and know who to speak to if they have any concerns. While bullying is not common,

pupils know who to speak to if it occurs and they trust that staff will resolve it. Pupils appreciate the very wide range of sporting, creative and academic clubs and activities on offer.

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## Next steps

- Leaders should continue to implement, track and refine their strategies for improving attendance in order to increase the rates of attendance across different pupil groups.
  - Leaders should continue to evaluate the impact of their well-chosen strategies for addressing and reducing pupils' barriers to learning to enable highly positive outcomes and transformational experiences for disadvantaged pupils and/or those with special educational needs/disabilities.
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## 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, Alex Russell and overseen by a board of trustees, chaired by Andrew Field.

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

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

Inspectors spoke with the headteacher, the chairs of the local governing body and the trustees, senior leaders and leaders in the trust, and other leaders and staff during the inspection.

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 educational qualifications and apprenticeships.

The inspectors confirmed the following information about the school:

The school includes a specially resourced provision for pupils with special educational needs and/or disabilities for 10 pupils with social, emotional and mental health needs.

The school makes use of 11 alternative provisions, 7 of which are registered and 4 are unregistered.

Headteacher: Paul Grills

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**Lead inspector:**

Susan Maguire, His Majesty's Inspector

**Team inspectors:**

Alan McDougall, Ofsted Inspector

Marais Nesbeth, Ofsted Inspector

Tom Brook-Myers, Ofsted Inspector

Karim Ismail, 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 28 April 2026

## School and pupil context

**Total pupils**

**1,381**

Above 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

**School capacity**

**1,440**

Above average

**What does this mean?**

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 1,154

## **Pupils eligible for free school meals (FSM)**

**18.18%**

Below 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**

**3.11%**

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**

**7.31%**

Well below 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)**

# Resourced provision

## What does this mean?

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

## Type of specialist provision (if applicable)

# SEMH - Social, Emotional and Mental Health

## What does this mean?

The type of Special Educational Needs provision provided at the school (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 (final) | 66.5%       | 45.4%            | Above                          |
| 2023/24 (final) | 62.2%       | 45.9%            | Above                          |
| 2022/23 (final) | 66.2%       | 45.3%            | Above                          |

## 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 (final) | 56.5        | 46.1             | Above                          |
| 2023/24 (final) | 53.6        | 45.9             | Above                          |
| 2022/23 (final) | 55.7        | 46.3             | Above                          |

## 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) | 0.23        | -0.03            | Close to average               |
| 2022/23 (final) | 0.39        | -0.03            | Above                          |

## 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 (final) | 26.8%       | 25.8%            | Close to average               |
| 2023/24 (final) | 21.6%       | 25.8%            | Close to average               |
| 2022/23 (final) | 22.6%       | 25.2%            | Close to average               |

### 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 (final) | 36.1        | 34.9             | Close to average               |
| 2023/24 (final) | 35.6        | 34.6             | Close to average               |
| 2022/23 (final) | 36.4        | 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) | -0.69       | -0.57            | Close to average               |
| 2022/23 (final) | -0.92       | -0.57            | Below                          |

## 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 (final) | 26.8%       | 53.1%                            | -26.3 pp                |
| 2023/24 (final) | 21.6%       | 53.1%                            | -31.5 pp                |
| 2022/23 (final) | 22.6%       | 52.4%                            | -29.9 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 (final) | 36.1        | 50.4                             | -14.3                   |
| 2023/24 (final) | 35.6        | 50.0                             | -14.4                   |

| Year            | This school | National non-disadvantaged score | School disadvantage gap |
|-----------------|-------------|----------------------------------|-------------------------|
| 2022/23 (final) | 36.4        | 50.3                             | -13.9                   |

## 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) | -0.69       | 0.16                             | -0.85                   |
| 2022/23 (final) | -0.92       | 0.17                             | -1.09                   |

## 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 (revised) | 94%         | 92%              | Average                        |
| 2022 leavers (revised) | 98%         | 93%              | Above                          |
| 2021 leavers (revised) | 95%         | 94%              | Average                        |

## 16 to 18 performance

### A-level average point score

The average points that students achieved per A-level entry.

| Year            | This school | National average | Compared with national average |
|-----------------|-------------|------------------|--------------------------------|
| 2024/25 (final) | 38.01       | 35.00            | Close to average               |
| 2023/24 (final) | 34.94       | 34.38            | Close to average               |
| 2022/23 (final) | 28.34       | 34.16            | Below                          |

### A-level value added

A score showing students’ progress between the end of key stage 4 and the end of their academic qualification studies.

| Year              | This school | National average | Compared with national average |
|-------------------|-------------|------------------|--------------------------------|
| 2024/25 (final)   | 0.1         | 0.0              | Close to average               |
| 2023/24 (revised) | 0.0         | 0.0              | Close to average               |

## 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 (3 term) | 8.3%        | 8.4%             | Close to average               |
| 2023/24 (3 term) | 7.8%        | 8.9%             | Close to average               |
| 2022/23 (3 term) | 8.3%        | 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 (3 term) | 23.4%       | 23.4%            | Close to average               |

| Year             | This school | National average | Compared with national average |
|------------------|-------------|------------------|--------------------------------|
| 2023/24 (3 term) | 21.6%       | 25.6%            | Close to average               |
| 2022/23 (3 term) | 23.6%       | 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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