

Inspection of a school judged outstanding for overall effectiveness before September 2024: Twickenham Primary Academy

57 Colne Road, Twickenham, Middlesex TW2 6QF

Inspection dates:

17 and 18 December 2024

Outcome

Twickenham Primary Academy has taken effective action to maintain the standards identified at the previous inspection.

The principal of this school is Erin Moscardini. This school is part of Omnia Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Jodie Croft, and overseen by a board of trustees, chaired by Russell Massie.

What is it like to attend this school?

Pupils, including those with special educational needs and/or disabilities (SEND), thrive at this inclusive and nurturing school. Pupils feel a strong sense of belonging, which means that they want to attend school. Pupils and their families spoke of how the school knows them well. Parents and carers say that this is a 'lovely, safe, secure, proactive and caring school.'

The exceptionally strong enrichment offer helps pupils to develop character and try new things. Pupils value the vast range of opportunities to broaden their horizons. Eco club, coding, chess, ballet, and the science club are firm favourites. Pupils also take on leadership roles around the school. These roles help pupils to become confident and resourceful. They are well prepared for life beyond the school gates.

The school's focus on 'relentless routines' helps pupils to settle quickly to their learning each day. Pupils know how to behave, and they do. The few pupils who sometimes struggle are very well supported by staff. The school's values of 'inspiring, challenging, nurturing and empowering' are lived out by the pupils every day. Support for pupils with SEND is very effective. Pupils have positive attitudes and are enthusiastic learners. The school is ambitious for all pupils, and they achieve very well. Pupils speak fondly of their teachers. They appreciate that staff are there to help and talk to if they have any difficulties or worries.

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

The school is determined to provide the best education and care for pupils. There is an ambitious curriculum that starts in early years. Important knowledge that pupils need to know and remember is carefully organised into a clear sequence of learning. Teachers ensure that they check pupils' prior learning before introducing new content. They provide precise help to identify misconceptions and give pupils valuable direction on how to get better in a subject. This helps pupils to deepen their understanding of what they learn over time and achieve highly. Well-planned staff training helps to ensure that the curriculum is consistently delivered to a very high standard.

The school extends pupils' learning with a range of first-hand experiences that build well on what pupils learn in the classroom. These include, for example, field trips to the local area, practical workshops in school and several visits to London museums. The school aims for all pupils to get to know and love the city where they live. Pupils are supported to develop enthusiasm and love for learning, including, for instance, in practical settings.

Children in early years thrive. This is because they receive impressive support for their first steps in learning reading, writing and mathematics. The school has thought carefully about what children need to know and why. Language and communication are prioritised. Staff ensure that interactions with children are consistently of a high quality. As a result, children learn new subject content successfully and apply it consistently well.

The school adapts and reviews its curriculum offer regularly. It ensures that resources and adults focus on providing effective support for all. Teachers tailor teaching to help pupils with SEND to access the curriculum. The school ensures that these pupils take an equal and active part in school life. As a result, pupils with SEND achieve well.

Reading is prioritised across the school. Children learn how to read from the school's well-structured approach to phonics. Staff are very well trained to teach early reading. Pupils practise reading books that are carefully matched to the sounds that they are familiar with. Teachers quickly identify pupils who begin to struggle and work determinedly to help them to keep up. The school provides thoughtful guidance to parents on how to best support their children to read at home. Pupils in Years 4 and 5 relish taking home the class 'reading scrapbook' and enjoy sharing a book that they love with their class.

The school has cultivated a highly positive learning environment. There are well-established routines and staff share high expectations for all. The school identifies pupils who need additional support with their behaviour and provides them with a wide range of effective help. Pupils enjoy coming to school and attendance is high. The school works closely with the families of pupils who struggle to attend regularly. This is having a positive impact on the continued improvement in attendance.

The school's curriculum for personal, social and health education (PSHE) gives pupils the tools they need to engage maturely with a range of topics. For example, pupils learn about online safety and healthy relationships to prepare them for wider society. The well-

planned enrichment activities support pupils to develop character and confidence. These include residential team-building trips.

The school's decisions are rooted in what is best for pupils. Leaders are reflective and seek appropriate advice from the trust to maintain and refine the curriculum effectively. The trust provides highly effective support and challenge to ensure that pupils continue to receive the best education possible. Staff at all levels feel appreciated. They know that their well-being is considered. Staff are proud to be a part of this school.

Safeguarding

The arrangements for safeguarding are effective.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged outstanding for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour, or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we the school to be outstanding for overall effectiveness in June 2018.

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

Unique reference number	142122
Local authority	Richmond upon Thames
Inspection number	10323412
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	390
Appropriate authority	Board of trustees
Chair of trust	Russell Massie
CEO of the trust	Jodie Croft
Principal	Erin Moscardini
Website	www.twickenhamprimaryacademy.org.uk
Dates of previous inspection	19 and 20 June 2018, under section 5 of the Education Act 2005

Information about this school

- The school is part of the Omnia Learning Trust.
- There have been several changes to leadership since the school's last inspection, including the appointment of a new headteacher.
- The school uses no alternative provision.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in her evaluation of the school.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff, and pupils; and considered

the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

- The inspector held meetings with the principal, the assistant principal, and other staff.
- The inspector met with representatives of the board of trustees, including the chair and trust CEO.
- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector examined a range of documentation provided by the school.
- The inspector considered the responses to Ofsted Parent View. The inspector also took into consideration the responses to the staff and pupil surveys and spoke to staff and pupils throughout the inspection.

Inspection team

Sam Johnson, lead inspector

His Majesty's Inspector

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