

**STATUTORY
INSPECTION OF
ANGLICAN SCHOOLS**



Name & address of School: **Twyford Church of England High School**
Twyford Crescent, Acton, London, W3 9PP

Diocese of London

Date of inspection: 15th & 17th May 2007

Type of school: Voluntary Aided Secondary

Headteacher: Ms Alice Hudson

SIAS Inspector: The Revd Richard Peers (NS 125)

Local authority: Ealing

Date of last inspection: 10th & 13th February 2003

School's unique reference number: 101933

Chair of Governors: Mr William Shaw

School context

Twyford Church of England High School is an 11-18 Voluntary Aided school situated in West London, it has just over 1200 pupils on roll. The school has a music specialism. Nearly two-thirds of students come from ethnic minority groups.

Summary Judgement

The distinctiveness and effectiveness of Twyford School as a Church of England school is outstanding. Learners benefit from a culture that cares for the individual and that provides a high quality of education. Much progress has been made in developing the school's spiritual life and using elements of the Anglican tradition to do this.

Established strengths

- The outstanding Christian leadership of the Headteacher;
- The care for each individual;
- The variety of musical styles and the culture of performance;
- The outstanding Collective Worship that uses Anglican liturgy as a framework;

Focus for development

- To develop a model of chaplaincy that enhances the life of the whole community;
- To develop the next stage of the life of TFG to enable it to contribute inclusively to the spirituality of the whole school;
- To develop the chapel, basement space and the general environment to enable God to be met in spaces of beauty and reflection;
- To review the R.E. Scheme of Work in Key Stage 3 to meet current national expectations and using a range of teaching styles.

How well does the school, through its distinctive Christian character, meet the needs of all learners?

The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners. Attainment is high and students are benefiting from the school's work to increase the attainment of all students. An outstanding Black Achievement Group and Year 7 Black Parents evening are good signs of this. Students spoke positively about the school, they feel cared for and valued. There is a very wide range of enrichment and extra-curricular activities and students spoke of enjoying the wide choice of activities. The school is using its music specialism to develop an ethos of performance and students described the way in which they felt confident to perform in a variety of situations.

A well established Christian group in the school (TFG) is popular with some students and they and their parents spoke very positively about it and the group's leader. However, some students spoke of it not attracting members of all parts of the school community, although the group would like to do so. It does not always contribute positively to the spiritual development of all students and staff within the life of the whole school.

The Chaplain is very well liked and regarded as someone students can go and talk to. He brings style to the liturgy and an engagement with the world and has an outstanding understanding of the needs of ministry in a public institution. The Chaplain is careful to address the needs of all members of the school community including the ancillary staff. Students and parents described a trip to Mozambique with a group of students, led by the Chaplain, and the impact this had on the life of the school. However, the chaplaincy team in its current form does not have a shared vision for Christian work in the school or for developing the Anglican ethos.

The sixth form is very well integrated into the life of the school and parents spoke positively of the sixth form R.E. Conference.

What is the impact of collective worship on the school community?

The impact of collective worship on the school community is outstanding. The Senior staff prioritise worship and recognise it as a key part in developing the life of the school. Audio visual technology is used very well to provide a focus. There is an opportunity for silent reflection and worship incorporates appropriate liturgical elements. Students listen well and participate comfortably in worship. Staff did not sit with students in one assembly seen but stood around the worship space and completed registers.

Students reported appreciating silent reflection in tutor times when the opportunity was given but that this practice is inconsistent. Good quality resources are produced to provide material to lead into this.

An Ascension Day Eucharist was very well prepared, attended by a good range of students and staff and provided students the opportunity to discuss the meaning of the Gospel for their own lives and the lives of others. It was well rooted in the Anglican liturgical tradition while also extending the range of images of God. A student played the flute during communion and the whole liturgy had a prayerful atmosphere.

Year 11 students participated excitedly in an outstanding leavers' Eucharist. It combined good Anglican liturgy with excellent contemporary Christian music and the opportunity for students to perform and express their emotions at this important point in their lives. Students were able to see the Headteacher distributing communion and the Chaplain playing with the band.

How effective is the religious education?

Religious Education is good. Attainment in Key Stages 4 and 5 is very high. At GCSE in 2006 86% of students attained an A*-C grade and over 50% received an A or A*. The A and AS level courses are popular and attainment high with all students in 2006 achieving an A or B grade.

Students are positive about the subject and their teachers. A very good Year 12 lesson allowed students to use high level philosophical language and the teacher used excellent questioning skills to dig deeper into initial responses. The relationship with students was delightful: calm, interested and warm.

Display in the R.E. rooms is poor and students are not able to experience the rich variety of images associated with religions. Teaching does not address a variety of learning styles. There is not sufficient understanding within the department of current developments in the subject for Key Stage 3 and appropriate professional development is needed. Lessons are sometimes too didactic and do not address the differing needs of learners. The senior staff have a good understanding of the current needs of the department and the appropriate steps that will lead to improvement. They have dealt very well with a series of long-term absences and attainment has not suffered. Capacity to improve is high.

How effective are the leadership and management of the school as a church school?

The leadership and management of the school as a church school are outstanding. The leadership team has an excellent understanding of the school and its many strengths and those areas that need further improvement. Members of the senior team are well able to communicate their shared vision for the school. A recent initiative on students as 'resourceful, resilient, reflective and reciprocal' learners is exemplary and students were able to articulate the impact on their learning. Review and evaluation of results across the school and within departments is outstanding. The system of lesson observation is well developed although it does not take account of students' spiritual development.

The school environment is good and the logo, including a cross, is visible in many settings. There are not many other Christian symbols visible and art is not used around the building to demonstrate engagement with God. There is a chapel in a very good location although it is not solely dedicated to prayer and has a rather functional feel. There is not much opportunity to experience God through beauty.

There is a very active parent teacher association which is extremely well supported and is committed to the Christian ethos of the school.

The Governing Body is committed to the school and works hard to ensure that Governors know the school well and are known by students and staff. Governors' meetings, including sub-committees begin with prayer. Governors are well aware of the tensions of the admissions policy. Students share in leadership through the School Council and feel that they are listened to and taken seriously.