

St Richard Reynolds Catholic High School

Clifden Road, Twickenham, London TW1 4LT

Inspection dates

27–28 March 2019

Overall effectiveness	Outstanding
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
16 to 19 study programmes	Outstanding
Overall effectiveness at previous inspection	Outstanding

Summary of key findings for parents and pupils

This is an outstanding school

- The principal and his senior team lead the school with determination and skill.
- The governing body provides senior leaders with expert challenge and support. Leaders share a clear vision and moral purpose. They know their school well and have maintained the school's outstanding overall effectiveness.
- The rich curriculum is responsive to pupils' interests and needs. It enables pupils to engage in rigorous intellectual enquiry and in high-level discussion.
- Almost all pupils participate in a wide variety of enrichment activities. These develop their interests well and add to the richness of the school's community. The creative and performing arts flourish.
- Inspiring teaching and rigorous assessment promote pupils' very strong progress in a wide range of subjects. Pupils' progress in mathematics and science is strong but not as substantial as in other subjects.
- Teachers have high expectations of what pupils can achieve. Their accomplished questioning deepens pupils' subject knowledge and pushes their learning on.
- The principal and senior leaders are a visible presence around school. Their work is highly regarded by pupils, parents, carers and staff.
- St Richard Reynolds is a harmonious community. Most pupils are rarely absent and behave exceptionally well. They support each other, are considerate and celebrate differences.
- Leaders take prompt and effective action to secure improvements where they are needed. They have made sure that progress in mathematics and science is improving securely.
- Pupils receive outstanding careers information, advice and guidance. They are well prepared for the next stage in their education or employment after leaving school.
- Leadership opportunities are extensive. Pupils, and students in the sixth form, have a real say in how the school operates.
- Teaching is strong across all subjects in the sixth form, and provision is outstanding. Students are excellent role models for younger pupils and they receive high-quality pastoral support.

Full report

What does the school need to do to improve further?

- Ensure that pupils' substantial progress across the curriculum is reflected in outcomes at the end of key stage 4, particularly in mathematics and science.

Inspection judgements

Effectiveness of leadership and management

Outstanding

- Since the last inspection, leaders and governors have maintained the outstanding quality of education. They have achieved this while managing an extensive building programme and growth in pupil numbers.
- Through their skilful and caring leadership, the principal and other leaders have created an exciting learning culture. High expectations are the norm. Pupils thrive in an environment where they are 'listened to, challenged and inspired'.
- Leaders evaluate the school's strengths and weaknesses with great accuracy when they draw up their improvement plans. They ensure that their plans are clear and they monitor them with care. As a result, pupils and parents are very positive about the school's management. Staff are proud to work at the school and their morale is high.
- Senior leaders support the principal well in the day-to-day running of the school. They help to drive improvements which sustain the excellent quality of education. They receive strong support from the tier of middle leaders who are accountable for specific areas or subjects.
- Leaders take prompt and effective action where they identify priorities for improvement. Current pupils' progress in mathematics and science is improving successfully.
- Academic rigour lies at the heart of the curriculum. Leaders keep the curriculum under review to ensure that it continues to meet pupils' needs. Pupils study courses that are well planned and promote a spirit of intellectual enquiry. Leaders set great store by the creative and performing arts, which are a compelling feature of the school. Every pupil in Year 7, for example, sings in the choir and nearly a quarter of all pupils take extra music lessons.
- The leadership of teaching and learning is strong. Leaders provide staff with regular opportunities to develop their knowledge and expertise. All teachers engage in research into the most effective strategies to improve teaching and pupils' learning. Teachers who train at the school or are new to the profession receive excellent support. They are effusive in their praise of the school.
- Leaders use pupil premium funding well to remove barriers to learning. Disadvantaged pupils benefit from the school's effective teaching as much as other pupils. Most take part in extra-curricular activities too. Pupils with special educational needs and/or disabilities (SEND) also make gains in their learning as a result of the intelligent use of finances and resources.
- The school's work to develop pupils' spiritual, moral, social and cultural learning is outstanding. Pupils speak with clarity and passion about life in modern Britain. The vast majority of pupils take part in the many extra-curricular activities that are offered. These include drama, competitive sport and debating contests.
- Pupils learn about their future options through the excellent careers programme. They meet employers and find out what they need to do to gain successful entry to further or higher education, training or employment.

Governance of the school

- The governing body makes a strong contribution to the school's work. It provides clear strategic direction to the principal and leadership team, and provides them with skilful support and challenge. Governors share leaders' passion and commitment to ensure that the school is the best that it can be.
- Governors' scrutiny of the school's work is thorough. They pay regular visits to the school and have a deep understanding of the school's strengths and its very few weaknesses. They play a full part in establishing improvement priorities and measure progress towards the targets set out in the school's plans.
- Governors take their statutory responsibilities seriously. The governor with oversight of safeguarding has been instrumental in ensuring that policies and procedures are tight.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders ensure that the school is an inclusive community where safeguarding has a very high profile. Pupils' welfare and safety are paramount, and pupils told inspectors that they feel very safe in the school. They have great confidence that, should they have any concerns for their safety or well-being, staff will address them.
- Appropriate checks are carried out on all adults working at the school to ensure that they are safe to work with children. Staff are appropriately trained and aware of their responsibilities about identifying when a pupil may need help. Staff register concerns well and these are handled promptly. The detailed case files record information accurately.
- Leaders keep staff and governors up to date about safeguarding matters and staff work effectively with external agencies. Staff have made explicit the link between attendance and safeguarding and follow up absences systematically.

Quality of teaching, learning and assessment

Outstanding

- Teachers have high expectations and are determined that pupils achieve well. They use their excellent subject knowledge to plan engaging activities that fire pupils' imagination and stretch their understanding.
- Pupils rise to this challenge because they are keen to listen and learn. They receive high-quality feedback from their teachers, which they use to improve their work and understanding.
- Leaders and teachers generally know in impressive detail what pupils have learned in their primary school and how well they have learned it. This enables teachers to teach appropriate topics at precisely the right level. 'We look closely at keeping the challenge going at key stage 3,' said one teacher.
- Teachers use subject-specific words and phrases appropriately and make sure that pupils do so too. This helps pupils to speak accurately and in an articulate manner when they are discussing their learning.

- The warm and respectful relationships between pupils and teachers promote learning well. Pupils enjoy a classroom atmosphere that is often relaxed and informal. This enables them to share ideas, make mistakes and explain if they are unsure about something. Through skilful questioning, teachers identify the pupils who need more help or greater challenge.
- Teachers set regular homework. It requires pupils to review what they have learned in class and consolidates their knowledge and understanding well.
- Teachers challenge the most able pupils to think hard. Inspectors saw this in many lessons, including English, art, history and religious studies. They use a variety of techniques, including probing questioning, to develop pupils' reasoning and understanding.
- Pupils are well motivated, enjoy practical activities and cooperate with each other. They settle down to tasks, are proud of their work and show genuine interest in the subjects they study.
- Pupils have developed a love of reading. The library is a hub of activity and pupils are keen to talk about the books they are reading. Some low-attaining pupils read to inspectors and used the skills they had been taught to tackle unfamiliar words. The most able pupils are also making significant gains in their reading. They are fluent and read with excellent expression.
- Pupils with SEND make strong progress from their individual starting points because teachers and other staff adapt learning activities carefully. This provides pupils with the help they need to get on with their work.
- Parents are positive about the standard of teaching and the quality of education. Inspectors agree that teaching is a major strength of the school. This is helping pupils to succeed in their learning.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Leaders ensure that all groups of pupils are well cared for. 'The school encourages us to be ourselves and be the best we can be,' said one pupil. Year 7 pupils have access to their own playground and pupils who prefer a quieter place at break and lunchtime can meet in the 'Syon Room'.
- The school prioritises the emotional well-being of pupils. The dedicated school counsellor and pupil mental health ambassadors have a high profile in the school. Pupils value this. 'The teachers know us' and 'There are always people to turn if you need help' were typical of the comments pupils made.
- Pupils learn how to keep themselves safe, for example through high-quality online safety initiatives. When talking to inspectors, pupils showed an excellent understanding of the importance of careful internet use.

- Pupils know about different forms of bullying, including those presented by technology and social media. Pupils are confident that staff will help them to deal with any potential issues. They say that any bullying is dealt with swiftly.
- Leaders work well with the local community to address shared concerns. Pupils recently took the lead, for example, in a national initiative to reduce the number of car journeys to and from school. Pupils also told inspectors about their regular charity fundraising initiatives.

Behaviour

- The behaviour of pupils is outstanding.
- Pupils are friendly, articulate and self-confident. They were keen to talk to inspectors about their school with the greatest of pride. They show respect for the school environment and help to keep it tidy. Pupils and staff sit together over lunch, which exemplifies the harmonious relationships that are a strength of the school.
- Pupils' behaviour as they move around the building and in lessons is exemplary. No low-level disruption or misbehaviour of any kind was observed during the inspection. The school's behaviour logs show that disruption to learning is rare.
- School leaders work proactively with the very small number of pupils who struggle to behave consistently well. They ensure that each of these pupils has a significant adult to support them. When needed, leaders work with other local schools to engage these pupils in their learning. As a result, the number of fixed-term exclusions is low and falling. Although the number of disadvantaged pupils that are excluded has fallen sharply, it is not low enough. Leaders' actions to address this are having an impact.
- Pupils are keen to learn. They attend school regularly and on time. Attendance rates are above national averages and the proportion of pupils who are persistently absent is low.
- Pupils who attend off-site provision are well looked after. Leaders have close relationships with these providers and check that pupils are safe and that their behaviour meets expectations.

Outcomes for pupils

Good

- In 2018, the first cohort of Year 11 pupils to sit GCSE examinations at the school reached high standards. For example, 52% of pupils achieved grade 5 or above in English and mathematics compared to the national average of 43%. The majority of pupils chose to study for the suite of qualifications known as the English Baccalaureate.
- The overall progress pupils made was average. However, pupils' progress was below average in some subjects, including mathematics and science. School leaders have acted swiftly and effectively to strengthen current pupils' progress in mathematics and science.
- Through effective staff recruitment, retention and training, leaders have improved the quality of teaching, notably in mathematics and science. Current pupils make substantial progress in most subjects, particularly in English, geography, history,

religious education, art, drama and technology. Progress in science and mathematics is improving quickly.

- Work in pupils' books shows that teachers provide pupils with a significant degree of challenge, which has led to recent marked improvements in pupils' progress.
- Leaders and governors use the pupil premium funding well. Teachers have become more skilled at identifying pupils who are not making the progress of which they are capable. When necessary, they provide these pupils with extra support in their learning. As a result, disadvantaged pupils currently at the school make similar progress to other pupils in most subjects, including English and science, in all years.
- Leaders use the Year 7 catch-up premium effectively to improve the literacy and numeracy skills of pupils eligible for the funding.
- Teachers meet the needs of most-able pupils well. They plan lessons that are both interesting and stretching. As a result, these pupils develop a keen sense of independence and ownership of their learning.
- Pupils with SEND receive helpful and effective support. Teachers plan well for the specific needs of pupils with an education, health and care (EHC) plan. As a result of the support that they receive, these pupils make strong progress. In science across key stage 3, for example, they make better progress than other pupils.

16 to 19 study programmes

Outstanding

- Students in Year 12 are the first to study in the sixth form, which opened in September 2018. In that short period of time, leaders have already established a clear vision for the sixth form as the 'pinnacle of experience'.
- Students benefit from a curriculum that is well matched to their aspirations. Teaching is of the highest standard. The high-quality personal and social education programme complements the academic programmes that students are following. It helps them to understand the challenges of adulthood and prepares them for life after school.
- Leaders know individual students very well and monitor their progress with great care. They ensure that students start courses that are a good match for their interests and abilities. The school's assessment information demonstrates that students are making excellent progress.
- Teaching in the sixth form shares all the effective features of teaching in key stages 3 and 4. Teachers use their expert subject knowledge to inspire, interest and enthuse students, who are motivated to do their best.
- Levels of challenge are high, and students rise to the challenge. In economics, for example, students expressed sophisticated views about the effect of Brexit on exchange rates. Teachers' careful planning in all subjects enables students to make the transition from GCSE to A level well.
- Students know how to improve their work. This is because teachers provide clear and effective guidance and feedback which follow a consistent pattern across all subjects.
- Thoughtful and closely tailored careers guidance, including university visits, is a strong feature of sixth-form provision. Students also have access to a work experience

programme. A consequence of this is that students are very aware of the range of opportunities open to them.

- Leaders monitor students' absence. Although attendance rates have recently improved as a result of this, they could improve further.
- Students' behaviour is exemplary. They display positive attitudes to learning and make very effective use of their time. They willingly take the many opportunities to contribute to the life of the school. They act as mentors for younger pupils, for example, and support teachers as sports leaders or in French lessons. They are proud of their school and are excellent ambassadors for St Richard Reynolds.

School details

Unique reference number	139121
Local authority	Richmond Upon Thames
Inspection number	10059001

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Secondary comprehensive
School category	Voluntary aided
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	743
Of which, number on roll in 16 to 19 study programmes	48
Appropriate authority	The governing body
Chair	Andrew Cole
Principal	Richard Burke
Telephone number	020 8325 4630
Website	www.strichardreynolds.org.uk
Email address	office@srrcc.org.uk
Date of previous inspection	25–26 February 2015

Information about this school

- The school is smaller than the average-sized secondary school.
- The school opened a sixth form in September 2018.
- The proportion of disadvantaged pupils funded through the pupil premium is below the national average.
- The proportion of pupils who speak English as an additional language is below the national average.

- The proportion of pupils with SEND is below the national average. The proportion of pupils who have an EHC plan is above average.
- The school uses alternative provision at West Thames College.

Information about this inspection

- Inspectors observed learning and groups of pupils working in all key stages at school. They observed learning jointly with senior leaders and discussed what was seen.
- Together with senior leaders, inspectors evaluated the quality of work in pupils' books in a wide range of subjects.
- Inspectors observed pupils when moving around the school and at social times. They talked to pupils in lessons about their experience at school and looked at work in their books.
- Meetings were held with: groups of pupils; the principal; senior leaders; subject leaders; a group of teachers who have recently joined the profession; and members of the governing body.
- Inspectors took account of the 248 responses to Ofsted's online parent questionnaire, Parent View, and the content of a telephone message left by a parent.
- Inspectors observed the school's work and scrutinised a range of documentation, including: the school's view of its own performance; monitoring records; information about pupils' progress; improvement planning; and records of behaviour and attendance. Inspectors also considered information about the progress that students are making in the sixth form.
- Inspectors looked closely at records relating to safeguarding and child protection, and at the effectiveness of protocols and procedures.
- Two of Her Majesty's Inspectors visited the school to gather additional evidence on 14 May 2019.

Inspection team

Peter Whear, lead inspector	Ofsted Inspector
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James Whiting	Ofsted Inspector
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