

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Twyford Church of England High School

Vision

Our mission statement (the 10:10 ethic) recognises that we can experience life to the full and we aim to create an environment where students can explore what this means so that they work purposefully and joyfully towards their goals. The 10:10 ethic is taken from John 10:10 and is an ethos based on the theological narrative of creation, fall, redemption and renewal.

Twyford Church of England High School is living up to its foundation as a Church school and is enabling students and adults to flourish. It has the following notable strengths.

Strengths

- Expert leaders are committed to serving the school community. They have a strong grasp of what it means to be a church school. This has been achieved because they have thoughtfully refined how the school lives out its vision in response to its context.
- The curriculum and breadth of wider learning activities result in flourishing. It is robust and fully reflects the school's vision of 'Life in all its fullness.' Students thrive because of thorough provision, such as the rich pastoral curriculum and the tailored support for students with special educational needs and/or disabilities (SEND).
- Collective worship is inclusive, joyful and promotes spiritual growth. It is carefully planned, relevant, and engaging. A strong celebratory music culture, including singing, positively impacts this time and contributes to spiritual flourishing.
- Emerging from its Church school foundation, Twyford has cultivated a culture where students are enabled. It confidently expresses its Christian ethos compassionately and consistently across the school. Relationships and valuing people are central to this. There is a clear emphasis on a language of encouragement, support and affirmation to equip students to thrive.
- Religious education (RE) is a significant strength of the school. The knowledge-rich curriculum engenders a strong sense of progression. As a result, students demonstrate a sophisticated understanding of the curriculum content and achieve very well.

Development Points

- Enable students at Key Stage 3 and Key Stage 4 to live out the vision through social action opportunities. This is to allow them to demonstrate an outward-looking responsibility towards others.
- Share the school's expertise and good practice as a Church school. This is so that the impact of the effective Christian vision extends beyond the school.



Inspection Findings

Committed leaders ensure that the school is vibrant and highly inclusive. They are compassionate, working to serve and shepherd all those in the Twyford school community. The vision has been developed to become the 10:10 ethic, a whole school approach to 'life in all its fullness.' This forms the basis of the school's mission and vision: pastorally, academically and spiritually. It is seamlessly embedded into all aspects of school life and drives decision-making. The school is part of the Twyford Church of England Academies Trust. It works collaboratively with trust partners strengthening and developing expertise and provision. Supported by the trust, the school confidently expresses its Christian identity. It is clearly established and is lived out through carefully considered systems, routines and practices. Quality staff development is prioritised. The school's timetable has been altered to facilitate this weekly support. Through coaching and collaborating, staff are confident in their roles. Governors have a clear grasp of school life and are active in their regular monitoring visits. This contributes to their understanding and positively impacts their decision making.

The ambitious and aspirational curriculum is shaped by the 10:10 ethic. There is a purposeful learning culture throughout the school. This is achieved through the robust refining of learning. The pastoral curriculum is an example of this. It focuses on a substantial provision for spiritual, moral, social and cultural development. Delivered by tutors it enables students to develop their self-reflection, promotes wellbeing, broadening awareness and critical thinking skills. There is a clear emphasis on enrichment too through the wider curriculum. Orchestras, choirs, sports and debate clubs are part of this. The school tackles disenfranchisement through careful provision and enabling learning pathways for those students with SEND and those who are vulnerable. Leaders ensure that as an expression of the vision equity and diversity shapes pupil experiences. The popular wider-learning activities are of no cost to students. Their engagement and participation in these activities is encouraged and supported. The robust programme is inclusive and designed to promote social mobility. It builds confidence and skills, ensuring that the school's vision is fully realised so that each member of the community can thrive. The further impact of this provision is that there is a sense of belonging because leaders ensure there is something for everyone. Personal progression is central to this. One pupil recognised, 'in everything we do the 10:10 ethic is reflected.' Students said that as a result of these experiences and opportunities they have a deeper understanding of themselves.

The rich content of the daily collective worship is inclusive and accessible. This is achieved through a carefully planned provision of assemblies, communions and tutor time sessions. The structure for these times creates consistency. This includes students reading a Bible passage, leading a prayer or inviting time for personal reflection. Shared resources for collective worship across the trust and the sharing of good practice enrich the experience. Supported and monitored by the trust, worship acknowledges the diversity of belief within the school. Students are invited to respond accordingly. For example, the termly Holy Communion offers students the chance to respond in different ways including through personal reflection. Leaders successfully recognise and provide for a diversity of expression of Christian worship. In turn, it is a wonderful opportunity for spiritual growth. Prayer, reflection and joyful singing unite the school community in worship and enable spiritual flourishing. The strong partnership with St Martin's, Acton, the school's local parish church, further enriches worship provision. The school's chaplaincy team are a highly valued part of school life. They are thoroughly engaged in supporting and serving the faith life of the school in many ways. Holding termly Communion services for staff and leading the many pupil worship events are part of that.



Leaders cultivate a caring and consistent school culture where students and adults thrive. They have established an environment that prioritises academic, personal and spiritual development of each individual. It also celebrates and values being a caring community. Systems and structures affirm positive behaviour. The principle of 'don't stay in a bad place' compassionately supports character development. Staff use a language of encouragement to positively engage with students. The ethos prioritises positive relationships. As a result, students feel valued and recognised for their individual achievements. Students are proud to be role models and willingly apply to take on positions of responsibility in school. For example, the student leadership programme provides opportunities for mentoring and peer tutoring by older students. This engenders a culture of service within the school community. Staff flourish too as a result of the care for their professional development. They are equipped and enabled through coaching, collaboration and teamwork. The peer coaching programme enables them to have ownership of their training.

In living out the Christian vision, the school collaborates closely with other schools in the trust. The impact of this reciprocal approach strengthens expertise. The school works effectively as part of a teaching school alliance training teachers. Staff model courageous advocacy in their work in the school volunteering and giving freely of their time. The school fosters a deep compassion, understanding, and social awareness because of the curriculum and wider learning experiences. This is evident in their house system fundraising and in the annual sponsored walk for the ongoing partnership with a school in Mozambique. The school council and the Sixth Form leadership teams are active within the school demonstrating their keen sense of justice and responsibility. All Sixth Form students take part in community service such as volunteering at the local soup kitchen. However, there are limited opportunities for those in Key Stage 3 and Key Stage 4 to be engaged in social action activities in the local community.

The RE curriculum is well-considered, precise and detailed. It recognises the variety and complexity of studying religions and worldviews. It explores challenging and intricate issues of faith. Taught by subject specialists it is comprehensive and develops curiosity. It nurtures and develops evaluative and analytical thinking as well as personal reflection. The centralised planning ensures a high level of consistency. Quality resources support sequenced learning. As a result of the curriculum and high-quality teaching, students have a deep understanding of a range of religions and worldviews. Core RE is offered through conferences and dedicated RE learning in the pastoral curriculum for Years 11 to 13.

Students make exceptional progress in RE. This is as a result of the high-quality curriculum provision and profile of the subject. The RE department disseminates good practice and offers support to schools across the trust. Regular quarterly well-planned assessments provide opportunities to track student progress and inform teaching and learning. For students, this includes regular self-review. Classroom activities use a variety of approaches to learning, they are very well structured and build on prior knowledge. Early entry at GCSE has been a highly successful strategy for assuring students' academic success. Lessons are interactive and include debate, paired discussion and whole class reading and interpreting text. Students enjoy RE and are confident in their understanding of complex theological and philosophical ideas.

Information

Address	Twyford Crescent, Acton, London.		
Date	27 and 28 November 2024	URN	137546
Type of school	Academy inspected as Voluntary Aided	No. of pupils	1630
Diocese	London		
MAT/Federation	Twyford Church of England Academies Trust		
Headteacher	Phil Bennett		
Chair of Governors	Magdalena Tromans		
Inspector	Claire Gibson		