

School inspection report

30 April to 02 May 2024

Radnor House

Pope's Villa

Cross Deep

Twickenham

Middlesex

TW1 4QG

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

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Summary of inspection findings

1. School leaders have extensive knowledge and skills to fulfil their roles effectively and ensure that the Standards are met consistently. The school's values of courage, excellence, perseverance and respect are embedded into school life and pupils understand these values and how they relate to their lives at the school.
2. There are robust systems in place for governors to maintain a detailed oversight of leaders' work. Through effective self-evaluation, leaders and governors identify opportunities to improve pupil wellbeing and support pupils' academic progress. They also ensure that risks to all aspects of pupils' safety and wellbeing are identified and they take appropriate action to mitigate any risks.
3. The curriculum provides a wide range of educational and recreational opportunities which enable pupils to thrive at the school. The academic curriculum is broad and activities such as a religion, philosophy and ethics course and projects connected to the local area build pupils' knowledge and understanding in these areas of learning. The wide range of recreational activities enables pupils to develop their own interests and skills, including by engaging in many different musical and artistic clubs, and sporting opportunities.
4. Teachers use their thorough subject knowledge to deliver effective lessons which enable pupils to have the opportunity to learn well. Lesson planning makes use of extensive information about pupils' individual needs, including those pupils who have special educational needs and/or disabilities (SEND). As a result, pupils gain confidence in their work and make good progress.
5. Pupils treat each other with respect. They listen carefully to each other in lessons and enjoy socialising in a variety of activities in their break times. Teachers take the time to listen to pupils' needs, building positive relationships with them which helps to promote pupils' wellbeing.
6. Instances of bullying are rare, and when they do occur the school acts swiftly and appropriately. In some instances, pupils are not clear on how the action taken supports the needs of pupils involved.
7. Through lessons on personal, social, health and economics (PSHE) education within the school's *Reflections* programme and other courses, pupils develop a thorough understanding of how to keep themselves healthy, including developing strategies to support positive mental health. They are respectful of different cultures and celebrate diversity, gaining a good understanding of their role in the wider world.
8. An education in future pathways and preparation for life beyond school is provided in the PSHE programme and throughout the curriculum. This is particularly well developed in the sixth form but less well developed for younger pupils who are not as aware of the options available to them beyond school.
9. Arrangements to safeguard pupils are effective. The safeguarding team consider any risks posed to pupils and respond promptly to put appropriate mitigation measures in place. Teachers are well trained in safeguarding and briefed on pupils' needs. This means that teachers support pupils sensitively and report their concerns promptly so that suitable responses can be implemented.

The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are met.
- Standards relating to the quality of education, training and recreation are met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are met.

Recommended next steps

Leaders should:

- ensure that the quality of careers education is consistent for all pupils so that pupils in Years 7 to 10 have a greater understanding of the world of work and the pathways to jobs and careers they might find rewarding.
- develop communication of the school's anti-bullying strategy to parents and pupils so that there is a better understanding of the support in place for pupils involved in any rare incidents of bullying.

Section 1: Leadership and management, and governance

10. There is a clear vision for the aims and values of the school. The values of courage, excellence, perseverance and respect are known and understood by pupils and staff. Governors and senior leaders use the values as the basis for strategic decision-making and middle leaders are given the responsibility for implementing the school's vision in their own areas. This leads to an embedded sense of the school's vision and has developed a culture of sharing good practice across different areas of school life. As a result, pupils at the school experience consistent, effective teaching.
11. Through regular reporting, governors have a thorough overview of the work of leaders and they provide appropriate support and challenge to ensure continual improvement. Governors gather the views of parents and pupils through regular surveys and these support their self-evaluation which is treated as an ongoing process. The sixth form has been a recent area of focus, and the school has put in place measures to develop the experience for the pupils through higher expectations and increased staffing. As a result, the quality of the pupils' experience and their academic outcomes have improved.
12. School leaders show a strong commitment to ensuring the school is an inclusive environment which respects difference and celebrates diversity. Pupils gain a respect for different religions and cultures throughout the curriculum and a wide variety of additional events, for example the recent marking of Diversity Week and International Women's Day. Pupils appreciate the way they are respected by staff and their peers. There is an effective accessibility plan in place and the school meets the requirements of the Equalities Act.
13. Leaders regularly seek the views of pupils to inform their self-evaluation of the school. Senior staff at the school also seek out opportunities to hear from the pupils through formal and informal means, including the thoughtful and probing discussions which take place throughout the school day.
14. The school's complaints procedure is appropriate and clearly laid out. Where complaints are made, the school responds thoughtfully and integrates lessons learnt into the self-evaluation process. Leaders keep systematic records of complaints and actions taken, and these are reviewed regularly by governors.
15. There is a proactive approach to risks to pupils and to taking appropriate action to mitigate them. This includes working effectively with a wide variety of local agencies, for example local children's services. The local contextual risks are carefully considered and understood, and leaders liaise with local schools in the area to develop their own knowledge and understanding.
16. The operations of the school are well documented in a comprehensive set of policies and risk assessments. These policies, and other required information on the school's operations, are easily accessible to parents, pupils and staff. Teachers provide regular reports to parents on their child's progress throughout the year. Where a pupil has an education, health and care plan (EHC plan), the school provides the necessary information required for the annual review to the local authority, along with accounts detailing how any funding received is spent.

The extent to which the school meets Standards relating to leadership and management, and governance

17. All the relevant Standards are met.

Section 2: Quality of education, training and recreation

18. The curriculum is broad and balanced with a range of subjects and activities which encompass all areas of learning. Pupils in Years 7 to Year 9 learn a wide range of subjects, including several courses created by leaders. As pupils progress through the school they specialise into their GCSE and A-level subjects but maintain breadth through, for example, a wide variety of visiting speakers. This helps pupils develop an enjoyment of learning and engage enthusiastically with their work.
19. Lessons are well paced and use a variety of activities which help to enable pupils to make good progress. Teachers plan their lessons well, providing detailed explanations and using good quality resources to guide pupils' understanding. Teachers combine secure subject knowledge with effective teaching techniques to aid pupils to deepen their thinking and enable them to reach nuanced judgements through for example using probing questioning. Pupils gain a deep understanding of their subjects and can communicate this understanding verbally and in writing.
20. There are effective strategies in place for regularly evaluating pupils' progress. Middle leaders monitor progress of pupils and groups of pupils in their subject carefully. Where patterns are identified, middle leaders work with subject teachers to continually develop teaching to meet the needs of pupils. Teachers also identify any pupils who are in need of individual support.
21. Teachers' planning is based on a thorough understanding of pupils' individual needs, supported by the extensive information on pupils who have SEND. As a result, pupils make progress in their lessons which is reflected in the pupils' attainment. Pupils who have SEND are sensitively supported in an inclusive classroom environment with suitable adaptations. The quality of teaching and regular monitoring of progress results in pupils, including those who have SEND, making good progress and achieving highly in public examinations.
22. Teachers' lesson plans take account of the needs of pupils and in the majority of lessons there was a high level of challenge which enabled pupils to make more rapid progress, although this is not consistent across all lessons. Pupils who speak English as an additional language are well catered for with practical support in place to develop fluency and language skills.
23. There is an emphasis on the use of timely and detailed feedback throughout the school which leads to a constructive dialogue between the teacher and the pupil about their work. As a result, pupils understand what they need to do to improve which helps them to make better progress.
24. Pupils value the opportunity to take part in a wide range of recreational activities. These include both competitive and non-competitive sports and the creative arts such as music and drama. Pupils are able to develop a range of skills and support their wellbeing.

The extent to which the school meets Standards relating to the quality of education, training and recreation

25. All the relevant Standards are met.

Section 3: Pupils' physical and mental health and emotional wellbeing

26. Pupils live out the school's core values in their lives at the school. Pupils know and understand the school's values and engage with them. This helps to create a culture of tolerance and respect which teachers actively promote throughout the curriculum. This is particularly focused in the PSHE programme which extends to all year groups and includes all aspects of the latest statutory guidance on relationships and sex education (RSE).
27. Pupils in Years 7 and 8 study religion, philosophy and ethics (RPE). This course is designed to help pupils explore ideas of morality and the major world religions. As a result, pupils have the opportunity to gain a mature understanding of moral argument and interpretations of spirituality. There are further opportunities to develop moral understanding within the curriculum for older pupils. For example, they are adept at articulating reasoned positions on whether the use of atomic weapons during Second World War was morally justifiable.
28. Teaching pupils how to keep themselves physically and mentally healthy is embedded through the curriculum. Pupils value opportunities to be physically active and this continues throughout their time at school. They are thoughtful about how to protect their mental health, including learning strategies to deal with anxiety. Pupils are appropriately supervised by staff at all times. When supervising pupils staff take the opportunity to get to know them and talk to them helping the pupils to feel supported and cared for.
29. There are appropriate systems in place for recording and monitoring pupil behaviour. The rewards system is used by teachers to reward good work, and pupils' achievements are celebrated. Where pupils are sanctioned, they are supported through a process of reflection and learning. Patterns of behaviour are analysed and responses are focused on promoting positive behaviour, for example by providing more recreational opportunities during lunch breaks. This has helped lead to high standards of behaviour throughout the school.
30. A robust anti-bullying strategy is in place. There is a proactive approach to preventing bullying through a range of educational activities including assemblies and in tutor time. In some instances, leaders have responded to the views of the pupils, for example by integrating discussion of online and in-person relationships in a way which felt more natural for the pupils.
31. Where pastoral leaders identify rare instances of bullying, they respond thoughtfully and promptly, taking appropriate action. In some instances, the action taken by the school is not communicated clearly to pupils so they are unsure how all those involved in any incidents are supported. This means that not all pupils are confident that acts of bullying are suitably addressed.
32. A thorough approach to risk assessment is in place. Leaders understand the relevant health and safety and fire prevention regulations and there is a proactive approach to minimising the risk to pupils in the site. Pupils' safety is further enhanced through education of the risks associated with the schools locality such as the proximity of the river. First aid is provided by trained first aiders when pupils are unwell or injured. Systems are in place to record all such incidents to allow trends and patterns to be identified.

33. Leaders monitor pupil attendance carefully and take action to support pupils if necessary. The relevant information is appropriately recorded in attendance and admissions records, and the school notifies the local authority with the required information when a pupil joins or leaves the school at non-standard times.
34. There is a variety of opportunities for pupils to develop leadership in the school, including leading assemblies and activities around respect, the understanding of diversity, and environmental issues. Through both the prefect programme and school council, pupils are able engage with school leaders and share their views effectively.

The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing

- 35. All the relevant Standards are met.**

Section 4: Pupils' social and economic education and contribution to society

36. There are extensive opportunities within and beyond the curriculum to develop pupils' human and social learning in accordance with the school's values and ethos. Teaching helps ensure that pupils are actively engaged in considering diverse perspectives, developing their wider societal and cultural understanding.
37. The reflections curriculum is well planned and supports pupils to recognise and respect diversity and develop their cultural knowledge and understanding beyond their school context. Pupils are aware of wider British and global society and their role in it. Pupils talk thoughtfully about themselves and others in an empathetic and reflective way.
38. Pupils are respectful of different religious beliefs, cultures and traditions. When studying sensitive topics within the curriculum, pupils are thoughtful and mature in their approach. They reach balanced conclusions based on reasoned arguments seen from different perspectives, for example when considering the many factors that contribute to gender equality in modern Britain. Pupils are encouraged to debate their ideas including at the philosophy forum or the 'Find Your Voice' public speaking competition.
39. The school has recently introduced a cross-curricular learning programme called 'Konnections' for Year 7 pupils. Pupils' understanding of their local community is developed by investigating an aspect of the nearby areas and the production of creative pieces of work in response. These projects involve local human, economic and environmental factors, for example the historical impact of the River Thames on the area.
40. A programme of work experience, networking sessions and a speakers programme ensure that pupils in Year 11 and above are provided with an impartial and varied careers education, which includes a number of one-to-one sessions. This, combined with other activities in the reflections programme, ensures that these pupils understand the variety of post-school and careers options available to them. However, this area of the curriculum is less well embedded for younger pupils who are less aware of their opportunities in the future.
41. In the sixth form, a comprehensive economic education programme is in place, in response to pupil feedback. This supports pupils to develop understanding and skills which will prepare them for life beyond school. For younger pupils, economic education is effectively integrated into the PSHE programme.
42. Pupils develop their understanding of British values as well as respect for the law, government institutions, democracy and different cultures. Both the academic curriculum and the reflections programme supports pupils to explore these themes. Pupils make links between these and their curriculum areas, for example, the emergence of the state in Stuart Britain, or the values of the modern British state in English literature.
43. Pupils demonstrate a strong sense of responsibility towards their local community and engage positively with a range of initiatives including the 'make a difference' day where pupils have worked with local youth centres and schools.

The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society

44. All the relevant Standards are met.

Safeguarding

45. There is an effective safeguarding culture in the school. The safeguarding team demonstrates high levels of expertise in their roles and they ensure that all staff receive regular training and guidance to keep their understanding up to date.
46. Staff identify and report safeguarding concerns promptly. Pupils are aware of the opportunities for them to raise concerns with staff either through conversations or through the anonymous online reporting tool. These systems are used effectively by staff and pupils so that comprehensive information is available to the safeguarding team.
47. Members of the safeguarding team have effective relationships with local agencies such as children's services and the police. This, combined with their own expertise, gives them a detailed understanding of the contextual safeguarding risks which apply to the pupils in the school. Internal logs are monitored to identify patterns and put in place suitable actions to mitigate risks as soon as they become apparent. This includes actions taken to ensure the pupils know how to stay safe online and the school responds to the risks posed by changing technology, for example by deploying more sophisticated monitoring and filtering systems as younger pupils spend more time using devices.
48. When there are concerns about pupils, the staff work effectively together, and with external agencies. The safeguarding team work with all those involved to achieve the best outcomes for pupils. The safeguarding team have a clear understanding of local thresholds, which are integrated into the school's own policies and so pupils receive suitable internal and external support.
49. There are robust procedures for ensuring the suitability of adults working and volunteering in the school and appropriate accurate records are kept.

The extent to which the school meets Standards relating to safeguarding

- 50. All the relevant Standards are met.**

School details

School	Radnor House (Twickenham)
Department for Education number	318/6006
Address	Pope's Villa, Cross Deep Twickenham Middlesex TW1 4QG
Phone number	02088916264
Email address	info@radnorhouse.org
Website	www.radnor-twickenham.org
Proprietor	Dukes Education
Chair	Aatif Hassan
Principal	Darryl Wideman
Age range	11 to 18
Number of pupils	453
Date of previous inspection	September 2022

Information about the school

51. Radnor House opened in 2011 and is a co-educational day school. Since 2019, the school has been owned by Dukes Education and has a board of governors that focuses on strategic and compliance matters.
52. The school has identified 45 pupils as having special educational needs and/or disabilities (SEND). A very small proportion of pupils in the school have an education, health and care (EHC) plan.
53. English is an additional language for 12 pupils.
54. The school states its aims are to offer an environment where children can make the most of their talents through a host of opportunities, both inside and outside the classroom, and through an offering rooted in great teaching and genuine values. The school's core values are courage, excellence, perseverance and respect.

Inspection details

Inspection dates

30 April to 02 May 2024

55. A team of four inspectors visited the school for two and a half days.

56. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assemblies
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the chair and other governors
- discussions with the head, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

57. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

How are association independent schools in England inspected?

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
- For more information, please visit **www.isi.net**.

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