

# Thamesmead School

**Address:** Manygate Lane, Shepperton, Middlesex, TW17 9EE

**Unique reference number (URN):** 137237

## Inspection report: 23 June 2026

|                    |                                                                                   |
|--------------------|-----------------------------------------------------------------------------------|
| Exceptional        |                                                                                   |
| Strong standard    |  |
| Expected standard  |  |
| Needs attention    |                                                                                   |
| Urgent improvement |                                                                                   |

### **Safeguarding standards met**

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

### **How we evaluate safeguarding**

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

## Strong standard ●

### Achievement

Strong standard ●

Pupils achieve very well in lessons. They produce work of a high quality, which demonstrates the depth of their understanding. In lessons, pupils' verbal responses are precise and linked to what they have learned. Pupils produce high-quality work across all subjects. This demonstrates the depth of their knowledge throughout the curriculum.

Over time, pupils' results in national exams have typically been above average. This is true for all pupils and those who are disadvantaged. Pupils with barriers to their learning, including those with special educational needs and/or disabilities (SEND), make excellent progress from their starting points. Pupils are well prepared for their next stages of education. They gain the qualifications they need to go to ambitious destinations.

Leaders ensure that the curriculum is high quality and teaching is highly effective. This enables pupils with SEND to achieve very well alongside their peers in the wider curriculum.

### Inclusion

Strong standard ●

Leaders realise their vision to provide an inclusive education. The needs of pupils with barriers to their learning are at the heart of their decisions. Staff know pupils well and ensure that they meet their individual needs in lessons.

Leaders use a wide range of strategies to identify barriers to learning for pupils with special educational needs and/or disabilities. This includes highly effective partnerships with primary schools, parents and carers and outside agencies. Individualised adaptations are then identified and communicated to teachers. Leaders monitor and change these adaptations to ensure that pupils get the support they need.

Leaders use the additional funding to support disadvantaged pupils well. The strategy is evidence-informed. Staff receive highly effective training. Disadvantaged pupils, therefore, get the full benefit of the curriculum. Leaders remove barriers to wider experiences. They ensure that disadvantaged pupils are able to be active members of clubs and attend trips.

Leaders make effective use of alternative provision. Leaders have close working relationships with families. This means they work together in the best interests of pupils and identify the right time to come back to school.

Leaders ensure that young carers and pupils with English as an additional language get very effective support. Key members of staff act as advocates for them and communicate pupils' needs to teachers. This means these pupils access the full curriculum and thrive.

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## Expected standard

### Attendance and behaviour

Expected standard 

Leaders use data to identify trends in pupils' attendance. Leaders ensure that attendance is a high priority for pupils, parents and carers and teachers. This means that attendance has improved over time and is in line with national averages. This is true for all groups of pupils, including pupils with special educational needs and/or disabilities and those who are disadvantaged. Leaders use strategies such as home visits, rewards and external support to keep improving attendance. Leaders need to embed these strategies to ensure that attendance is high.

Leaders have implemented effective behaviour systems. Teachers use consistent strategies to ensure that pupils behave well. Leaders have established clear routines both in lessons and during social times. Pupils are respectful to each other and to adults. This is because of the positive relationships between staff and pupils. Leaders ensure that bullying is well managed. When incidents are reported, effective actions deal with the problem. Pupils want to do well and work hard in their lessons to achieve their best. Where leaders need to make adaptations to the behaviour system, they support pupils well. Leaders ensure that pupils get the support they need to behave and thrive in lessons.

### Curriculum and teaching

Expected standard 

Leaders have developed an effective curriculum across all subjects. Expert teachers support pupils to secure the knowledge they need to access the secondary curriculum. The curriculum is ambitious for all pupils, including those with special educational needs and/or disabilities (SEND) and those who are disadvantaged. The important knowledge is well sequenced, building on the knowledge pupils have already acquired. Leaders review the curriculum and refine it to continue strengthening learning.

Leaders ensure that teaching is generally effective. Teachers implement highly effective adaptations in lessons. This means that pupils with SEND and those who are disadvantaged access the curriculum fully. There is a consistent structure for learning, with retrieval activities built into lessons. In many lessons, teachers check understanding well and make suitable adaptations to learning. Questioning builds pupils' knowledge and challenges thinking. Teachers use effective assessment to monitor pupils' progress over time. In a few lessons, gaps in learning are not addressed in the moment. This means a small number of pupils do not acquire the knowledge they need in the moment.

### Leadership and governance

Expected standard 

Leaders are passionate about the school. They put pupils with special educational needs and/or disabilities and those who are disadvantaged at the heart of their decision-making. Leaders know the strengths of the school and have a clear understanding of what they want to improve.

Governors know the school well. They work alongside school leaders well, providing effective challenge and support. This ensures that the school continues to improve.

Governors complete their statutory duties to a high standard.

Leaders have focused on creating a welcoming environment for pupils, parents and carers, and staff. Leaders have developed positive relationships with the community. Leaders play an active role in local partnerships. This includes working with the local authority and other secondary schools. Leaders ensure that they visit other schools to learn how to improve as well as share their strengths.

Leaders have developed a comprehensive professional learning programme for staff. Whole school priorities guide the programme for the year. Leaders ensure that subjects have time to develop their curriculum and teaching. This is effective and has led to improvements in teaching across the school.

Staff feel supported by leaders. They believe that workload and wellbeing are always considered when leaders make decisions. Staff are ambitious for pupils and are proud to work at Thamesmead School.

## **Personal development and wellbeing**

**Expected standard** 

Leaders have built a personal development curriculum, which meets the needs of the community. Pupils develop a robust understanding about staying safe online as well as in the local area. Pupils particularly value the recent lessons on water safety. Leaders provide training for staff to deliver the curriculum. This is generally effective at ensuring that the pupils develop a clear understanding of the key topics.

Leaders ensure that pupils learn about healthy relationships at an age-appropriate level. Pupils demonstrate a secure understanding of consent. Leaders have ensured that pupils have a broad understanding of citizenship and British values. This knowledge is not as detailed as other areas of the curriculum.

The wide range of clubs, such as baking, debating, sports and the performing arts, are highlights for many pupils. They are well attended. Leaders remove barriers to attendance for pupils with special educational needs and/or disabilities and those who are disadvantaged. The range of trips broadens pupils' horizons, enabling them to find out and experience more about the wider world.

Leaders have put in place a high-quality careers programme. Pupils of all ages learn about the range of options they have. Pupils have a clear understanding about the qualifications they will need to achieve them. Careers events such as the careers fairs, visiting further education providers, guest speakers and careers interviews prepare pupils well for their next steps.

Leaders prioritise the pastoral care of pupils. They ensure that pupils get the support they need. Regular meetings of staff from across the school identify where pupils need support. Leaders use a range of strategies, and pupils are confident of the support they receive.

Leaders listen to pupils and ensure that pupils' views help to shape decisions made at school level. These include introducing shorts to the school uniform and changes to the toilet facilities.

## **What it's like to be a pupil at this school**

Pupils are proud to be part of Thamesmead School. They appreciate the opportunities and education they receive. Pupils feel that they belong. They build close working relationships with teachers and each other. Pupils value the excellent pastoral support they receive. They are confident there will always be someone to help them. This makes them feel safe.

Pupils behave well. They are polite and respectful. Pupils show positive attitudes to their learning in lessons. Pupils know that bullying is unacceptable. If it does happen, pupils are confident that leaders will deal with it. Pupils understand the importance of respecting people's differences. They relish the opportunity to learn about other cultures. Pupil attendance has improved over time and is in line with national averages.

Pupils with special educational needs and/or disabilities (SEND) and those who are disadvantaged get excellent support. Pupils feel listened to by staff and recognise they get the support they need to thrive. Pupils experience a wide curriculum that is generally well taught. The adaptations for pupils with barriers to their learning are highly effective at ensuring that these pupils can access the ambitious curriculum. Pupils, including those with SEND and those who are disadvantaged, typically achieve above national averages. Pupils also produce work in lessons that is of a high quality.

Pupils learn about the wider world and experience a range of opportunities. They know how to keep themselves safe, including in the water. Pupils benefit from trips to museums, fieldwork and theatre shows. Pupils know they will be supported to attend these trips. Pupils engage in a variety of clubs, from traditional sports and performing arts to Lego and board games. Pupil leadership plays an important role in leaders' decision-making. Pupils' opinions matter. They can give examples regarding uniform, toilets and changing rooms where they have influenced leaders.

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## **Next steps**

- Leaders should continue to embed strategies to ensure that attendance for all groups is above national averages.
  - Leaders should embed high-quality teaching in a small number of subjects by ensuring that teachers identify gaps in pupils' learning and address them in lessons.
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## About this inspection

This school is a standalone academy, which means other people in the trust also have responsibility for running the school. The trust is run by the headteacher, who is also the accounting officer, Philip Reeves, and overseen by a board of trustees, chaired by Bill Kerr.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with leaders, trustees, pupils, staff and the school improvement partner during the inspection.

The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 11 with information and engagement about approved technical education qualifications and apprenticeships.

The inspectors confirmed the following information about the school:

The school makes use of 9 alternative provisions, including 8 that are unregistered.

Headteacher: Philip Reeves

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### Lead inspector:

Paul Grundy, His Majesty's Inspector

### Team inspectors:

Andy Johnson, Ofsted Inspector

Andrew Morrison, Ofsted Inspector

Caroline Legg, Ofsted Inspector

Wendy Hemmingsley, Ofsted Inspector

## Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 23 June 2026

## School and pupil context

### Total pupils

**1,048**

Close to average

**What does this mean?**

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 1,067

**School capacity**

**1,050**

Close to average

**What does this mean?**

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 1,154

**Pupils eligible for free school meals (FSM)**

**19.47%**

Below average

**What does this mean?**

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 28.9%

**Pupils with an education, health and care (EHC) plan**

**4.68%**

Above average

**What does this mean?**

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.09%

**Pupils with special educational needs (SEN) support**

**14.12%**

Close to average

**What does this mean?**

The proportion of pupils with reported special educational support needs at the school.

National average: 13.4%

**Location deprivation**

**Well below average**

**What does this mean?**

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

**Resourced Provision or SEND Unit (if applicable)**

**No resourced provision**

**What does this mean?**

Whether school has Resourced Provision or SEND unit (if applicable).

**All pupils' performance**

**English and maths GCSE**

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

| Year            | This school | National average | Compared with national average |
|-----------------|-------------|------------------|--------------------------------|
| 2024/25 (final) | 50.7%       | 45.4%            | Close to average               |
| 2023/24 (final) | 49.5%       | 45.9%            | Close to average               |
| 2022/23 (final) | 56.0%       | 45.3%            | Above                          |

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

| Year            | This school | National average | Compared with national average |
|-----------------|-------------|------------------|--------------------------------|
| 2024/25 (final) | 50.6        | 46.1             | Close to average               |
| 2023/24 (final) | 49.8        | 45.9             | Close to average               |
| 2022/23 (final) | 53.5        | 46.3             | Above                          |

## Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

| Year            | This school | National average | Compared with national average |
|-----------------|-------------|------------------|--------------------------------|
| 2023/24 (final) | 0.19        | -0.03            | Close to average               |
| 2022/23 (final) | 0.32        | -0.03            | Above                          |

## Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

### Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

| Year            | This school | National average | Compared with national average |
|-----------------|-------------|------------------|--------------------------------|
| 2024/25 (final) | 34.5%       | 25.8%            | Close to average               |
| 2023/24 (final) | 27.3%       | 25.8%            | Close to average               |
| 2022/23 (final) | 30.4%       | 25.2%            | Close to average               |

### Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

| Year            | This school | National average | Compared with national average |
|-----------------|-------------|------------------|--------------------------------|
| 2024/25 (final) | 40.4        | 34.9             | Above                          |
| 2023/24 (final) | 37.0        | 34.6             | Close to average               |
| 2022/23 (final) | 39.8        | 35.0             | Close to average               |

**Disadvantaged pupils' Progress 8**

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

| Year            | This school | National average | Compared with national average |
|-----------------|-------------|------------------|--------------------------------|
| 2023/24 (final) | -0.15       | -0.57            | Above                          |
| 2022/23 (final) | -0.44       | -0.57            | Close to average               |

**Disadvantaged pupils' performance gap**

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

**Disadvantaged pupils' English and maths GCSE grade 5 or above**

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

| Year            | This school | National non-disadvantaged score | School disadvantage gap |
|-----------------|-------------|----------------------------------|-------------------------|
| 2024/25 (final) | 34.5%       | 53.1%                            | -18.7 pp                |
| 2023/24 (final) | 27.3%       | 53.1%                            | -25.9 pp                |

| Year            | This school | National non-disadvantaged score | School disadvantage gap |
|-----------------|-------------|----------------------------------|-------------------------|
| 2022/23 (final) | 30.4%       | 52.4%                            | -22.0 pp                |

### Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

| Year            | This school | National non-disadvantaged score | School disadvantage gap |
|-----------------|-------------|----------------------------------|-------------------------|
| 2024/25 (final) | 40.4        | 50.4                             | -10.0                   |
| 2023/24 (final) | 37.0        | 50.0                             | -13.0                   |
| 2022/23 (final) | 39.8        | 50.3                             | -10.5                   |

### Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

| Year            | This school | National non-disadvantaged score | School disadvantage gap |
|-----------------|-------------|----------------------------------|-------------------------|
| 2023/24 (final) | -0.15       | 0.16                             | -0.32                   |
| 2022/23 (final) | -0.44       | 0.17                             | -0.61                   |

## Destinations after 16

### Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

| Year                          | This school | National average | Compared with national average |
|-------------------------------|-------------|------------------|--------------------------------|
| <b>2023 leavers (revised)</b> | 96%         | 92%              | Above                          |
| <b>2022 leavers (revised)</b> | 98%         | 93%              | Above                          |
| <b>2021 leavers (revised)</b> | 95%         | 94%              | Average                        |

## Absence

### Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

| Year                    | This school | National average | Compared with national average |
|-------------------------|-------------|------------------|--------------------------------|
| <b>2024/25 (3 term)</b> | 8.9%        | 8.4%             | Close to average               |
| <b>2023/24 (3 term)</b> | 8.7%        | 8.9%             | Close to average               |
| <b>2022/23 (3 term)</b> | 10.1%       | 9.0%             | Close to average               |

### Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

| Year                    | This school | National average | Compared with national average |
|-------------------------|-------------|------------------|--------------------------------|
| <b>2024/25 (3 term)</b> | 25.5%       | 23.4%            | Close to average               |
| <b>2023/24 (3 term)</b> | 27.0%       | 25.6%            | Close to average               |
| <b>2022/23 (3 term)</b> | 30.5%       | 26.5%            | Close to average               |

## Our grades explained

Exceptional 

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

## **Strong standard** ●

The school reaches a strong standard. Leaders are working above the standard expected of them.

## **Expected standard** ●

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

## **Needs attention** ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

## **Urgent improvement** ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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