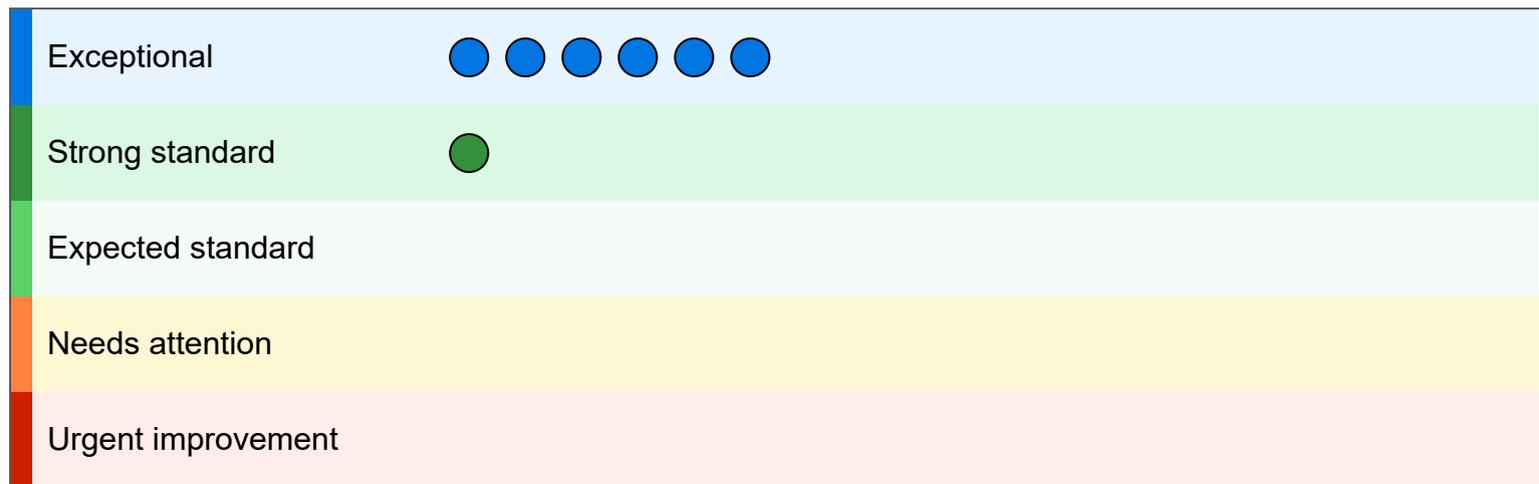


# The Tiffin Girls' School

Address: Richmond Road, KT2 5PL

Unique reference number (URN): 136615

## Inspection report: 6 January 2026



### 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.

## Achievement

Exceptional ●

Pupils' achievement is superb. This includes disadvantaged pupils, those with special educational needs and/or disabilities and pupils with other vulnerabilities. Pupils' detailed knowledge and advanced skills build extremely well as they progress from Year 7 to Year 13. Over time, they secure a deep body of knowledge across all aspects of the curriculum.

In all lessons, across all subjects, pupils apply their knowledge confidently and consistently. They articulate their deep learning accurately, using subject-specific vocabulary and produce work of the highest standard. Pupils are taught to be evaluative learners, who reflect on, and learn from, their mistakes. 'Love of Learning' representatives in each form group present research-based projects to their peers about how to become lifelong learners, which benefits pupils.

Expert teachers support all pupils, and students in the sixth form, to become highly independent, irrespective of their starting points when joining the school. The extremely positive academic outcomes from external examinations support pupils to move on to high-quality destinations, when they leave the school.

## Attendance and behaviour

Exceptional ●

Pupils' positive attitudes underpin their exceptional attendance and engagement in school. Excellent attendance across all year groups reflects the supportive and ambitious environment of the school, which helps pupils to flourish. Leaders' first-class, personalised approach to working with individual pupils and families has had a dramatic impact. Rates of persistent absence, for example, have fallen significantly in recent years. As a result, pupils very rarely miss school. Leaders monitor pupils' attendance rigorously. The attendance team works closely with the designated safeguarding leads to ensure that all pupils, including disadvantaged pupils and those with special educational needs and/or disabilities and their families receive the support they need to improve their attendance.

Leaders have embedded a phenomenal learning culture across the school. Poor behaviour is exceptionally rare. There have been no recent suspensions or exclusions. Leaders have introduced highly effective, innovative systems for supporting pupil reflection and conflict resolution. As a result, pupils learn how to manage their own emotions and successfully resolve conflict with others. Relationships between pupils and staff are built on trust and magnificent levels of mutual respect. Staff take time to have a firm and precise grasp of pupils' needs and interests. Pupils' trust in the staff is at the heart of the school's success. They recognise that staff genuinely want the best for them.

The classroom culture is highly conducive to learning. The positive atmosphere and collaborative learning approach enables pupils to thrive. Pupils show extraordinarily high levels of self-discipline and excellent dedication to their learning, which prepares them extremely well for later life. They routinely embrace challenges and support one another to overcome any hurdles.

## Curriculum and teaching

Exceptional 

The school's curriculum is of an exceptionally high quality. It is bold, deeply ambitious and coherently sequenced. The curriculum has equality, diversity and inclusivity at its heart. It stretches and challenges all pupils, including those with special educational needs and/or disabilities and those who are disadvantaged. Leaders have given a great deal of thought to what pupils need to learn, when and why. As a result, it provides the foundations for teachers to prepare pupils incredibly well for their next steps in education.

The school prioritises the development of foundational skills and knowledge across every subject. Highly trained staff demonstrate expertise in lessons. They provide pupils with the teaching needed to close any gaps in their knowledge and to secure the language, communication and mathematical foundations that they need to achieve exceptionally well. Teaching is consistently impactful. Teachers demonstrate superb subject knowledge. They provide high-quality, personalised feedback and inspire students to develop a rich and deep understanding of the subjects they study.

Leaders give careful thought to the training that they provide to staff so that all pupils access ambitious learning with great success. This has recently included, for example, a school-wide focus on oracy. There has been a clear impact from this work, with pupils engaging confidently with high-level discussion across all subjects. Pupils routinely use complex terminology in their high-quality responses.

## Leadership and governance

Exceptional 

Leaders, including governors, have established a remarkable school. The school is led and managed extremely effectively. Staff, at all levels, contribute fully to the vision of the school and ensure that pupils receive a first-class education. Staff are proud to be a part of the school and readily meet the high expectations set by leaders. Leaders have engaged very successfully with the community to build close links with parents, carers, other nearby schools and local employers.

Across the school, leaders provide insightful leadership. They have a deep knowledge of the pupils, the wider school community and what exceptional educational looks like. They provide calm, reassuring guidance to staff that sets a tone of high ambition and unwavering expectations.

Staff, including those new to teaching, are very well supported. They value the way in which leaders consider their wellbeing and workload. Staff benefit considerably from the high-quality professional learning provided, which gives them the skills they need to be expert practitioners. The 'love of learning' targets for teaching staff ensure there is a relentless focus on quality first teaching. The success of this is realised in the consistently exceptional delivery of the curriculum and the noteworthy achievement of pupils and students in the sixth form.

The governors are committed and bring a wealth of expertise to the school. They play a vital role in supporting leaders and holding them to account in equal measure. They challenge the school effectively to ensure that it provides an exceptional education to all pupils.

Leaders show no complacency. They are committed to continual improvement and pioneering new and exciting approaches to education, for example, through their digital strategy and student-led conferences.

## **Personal development and wellbeing**

**Exceptional** ●

The school's determination to prepare pupils effectively for the future is evident in the meticulous approach to advancing pupils' personal development. Within this offer, there is a clear focus on developing all pupils' wider interests and future aspirations. These include hockey, debating, choir, dance and ancient worlds club. Opportunities extend beyond clubs, for example pupils learn about the work of the United Nations and take part in simulations to prepare them for debates in adulthood. The school continuously refines this offer to nurture pupils' individual talents and interests. Many of these opportunities are student led and some are designed specifically to support disadvantaged pupils and those with special educational needs and/or disabilities. Leaders maintain a sensitive approach to identifying barriers to participation and ensure that these are reduced or removed. As a result, every pupil benefits from the school's wide offer.

Pupils take on a wide range of meaningful leadership opportunities. This includes a dedicated head girl team, digital pioneers, sports leaders and neurodiversity leads, who take pride in contributing to the school and wider community. Students in the sixth form also plan and lead annual student eco- and medics conferences attended by other local schools. This outreach work extends to pupils volunteering at primary schools and with a local special needs school.

Building pupils' character and self-esteem is a strength of the school. Pupils develop secure and detailed knowledge across the personal, social, health and economic education, relationships and sex education programme and citizenship curriculums. Pupils have a very strong understanding of the fundamental British values and uphold these with zeal. For example, they debate controversial issues with a high degree of respect and tolerance for different views. Pupils' strong moral code stands them in good stead for the future.

The school provides pupils with extremely high-quality careers advice and guidance. It is tailored and supported by independent advice and strong use of alumnae. Pupils speak highly of the rich experiences that help them to understand what future next steps they may want to take. This helps pupils to form ambitious career plans.

## **Post 16 provision**

**Exceptional** ●

The post-16 provision is exceptional. Leaders have made sure that study programmes in the post-16 provision are just as ambitious and well taught as lessons in younger year groups. The provision is characterised by a broad, challenging curriculum, expert teaching and extensive enrichment opportunities. As a result of extremely well-delivered lessons, students confidently share their passion and knowledge for the subjects they are studying. Students' performance in external examinations taken in the sixth-form setting is outstanding.

The personal development and pastoral programme in the sixth form is equally as impressive as the academic offer. Students benefit from a thoughtfully devised speaker

programme that includes topics, such as misogyny, financial literacy, sexual harassment, identity, consent and prejudice. This programme is uniquely augmented by working with community figures from specific fields of expertise. There is also a well-planned resilience programme designed to ensure that all students are ready to take on life's challenges. Students take part in sessions on, for example, cooking, yoga, self-defence, reading and knitting, which provide them with the skills and the tools they need for self-regulation, as well as for life after their sixth-form study. Sixth-form students are actively involved in school life as leaders and mentors. They show highly positive attitudes to their learning.

Leaders ensure that all students receive independent careers advice and take part in a vast array of opportunities. This includes taster days, masterclasses, summer schools, essay competitions and the weekly super-curricular lecture programme. As a result of their academic success and actions to support their wider personal development, students progress to highly ambitious next steps.

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## Strong standard ●

### Inclusion

Strong standard ●

There is a highly inclusive culture, which underpins the ethos of the school. Leaders swiftly and accurately identify pupils who experience barriers to learning. Leaders oversee a rigorous system for assessing pupils' needs. This includes those with special educational needs and/or disabilities (SEND) and those who are disadvantaged. A well-trained team provide clear guidance for staff on how best to meet the needs of all pupils. Leaders ensure that this information is clear and precise for all staff.

The focus on both high-quality learning and developing strong, respectful relationships is keys to the school's success. This helps to ensure that pupils with SEND are well supported and achieve their potential. Accurate and useful information informs the way staff continually adapt their teaching, taking account of their understanding of both pupils' knowledge and their emotional learning. Pupils feel included and know their voice will be heard when staff consider what they need to learn and flourish.

The school uses pupil premium funding effectively to break down financial barriers and ensures that all pupils benefit from the wide-ranging opportunities available. As a result of the school's culture of inclusion, pupils who benefit from this support achieve well, both academically and otherwise.

Leaders are fully committed to sustaining the school's high standards linked to inclusion over time, so that the transformational and sector-leading nature of their work, which already exists in other aspects of the school, is replicated in their approach to inclusivity.

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

The Tiffin Girls' School is exceptionally ambitious for all pupils to achieve their very best. Pupils are provided with a world-class educational experience that inspires them to be the best they can be. They are happy and proud to be part of this community. They work extremely hard to live up to the school's motto: 'sapere aude – dare to be wise'. Pupils are coached to become independent thinkers and they demonstrate great determination to succeed. Pupils benefit from teaching of the highest quality. As a result, pupils' achievement is superb.

From the moment that they join, pupils are caringly welcomed and quickly feel that they belong. Relationships between pupils and staff at the school are exceptional. Staff provide high-quality pastoral care. Pupils know that if they have any concerns, there is someone to turn to. This helps pupils to feel safe.

All pupils meet the school's high expectations. They have exemplary manners. Politeness is second nature and their respectful conduct sets a happy, professional tone throughout the school. Pupils love attending school. As a result, attendance across all year groups is very high.

The school provides extraordinary opportunities for pupils to develop their self-confidence and raise their aspirations. Pupils develop a strong, unique sense of community. They are proud to be a 'Tiffin Girl' and strive to make a difference. Pupils benefit from an exceptional enrichment offer, which develops and stretches their talents and interests. Pupils and students in the sixth form enthusiastically take on roles of responsibility. This enables them to have a meaningful impact on the life of the school. For example, students organise and present at the annual student conferences.

Pupils, including those with special educational needs and/or disabilities (SEND) and those from disadvantaged backgrounds, achieve exceptionally well. They gain the important skills they need now and to prepare them for their future lives. Pupils, and post-16 students, go on to impressive destinations and to lead successful careers.

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## Next steps

- Leaders and those responsible for governance should maximise the effectiveness of their systems and processes to gather and share the right information about pupils facing barriers to their learning and/or wellbeing, in order to drive a transformational impact for all pupils.
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## About this inspection

This school is a single-academy trust, which means other people in the trust also have responsibility for running the school. The trust is overseen by a board of trustees, chaired by Sarah Beeching.

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 the headteacher, other leaders, class teachers, governors and pupils during the inspection.

The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

The inspectors confirmed the following information about the school:

The Tiffin Girls' School is a selective girls grammar school. The school offers places to pupils in Year 7 following a 2-stage selection process. The admissions policy prioritises applications from children in care and those who are disadvantaged.

The school does not use any alternative provision for their pupils.

Headteacher: Ian Keary

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### Lead inspector:

Sam Johnson, His Majesty's Inspector

### Team inspectors:

Janice Howkins, Ofsted Inspector

Alison Moore, Ofsted Inspector

Eliot Wong, Ofsted Inspector

Sarah Saunders, His Majesty's 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 6 January 2026

# School and pupil context

## Total pupils

**1,256**

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

**1,001**

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: 1,152

## Pupils eligible for free school meals (FSM)

**9.05%**

Well 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

**0.24%**

Well below 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**

**4.86%**

Well below 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.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>2024/25</b>	99.4%	45.2%	Above
<b>2023/24</b>	100.0%	45.9%	Above

Year	This school	National average	Compared with national average
2022/23	99.4%	45.3%	Above

## Attainment 8

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	85.1	45.9	Above
2023/24	84.8	45.9	Above
2022/23	84.1	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	1.06	-0.03	Above
2022/23	0.96	-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	100.0%	25.6%	Above
2023/24	100.0%	25.8%	Above
2022/23	100.0%	25.2%	Above

### 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	84.7	34.9	Above
2023/24	77.5	34.6	Above
2022/23	79.0	35.0	Above

### 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	0.46	-0.57	Above
2022/23	0.91	-0.57	Above

### 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.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>2024/25</b>	100.0%	52.8%	47.2 pp
<b>2023/24</b>	100.0%	53.1%	46.9 pp
<b>2022/23</b>	100.0%	52.4%	47.6 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.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>2024/25</b>	84.7	50.3	34.4
<b>2023/24</b>	77.5	50.0	27.5
<b>2022/23</b>	79.0	50.3	28.7

### **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.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>2023/24</b>	0.46	0.16	0.30
<b>2022/23</b>	0.91	0.17	0.75

### **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
2023 leavers	94%	91%	Average
2022 leavers	99%	93%	Above
2021 leavers	100%	94%	Above

## 16 to 18 performance

### A-level average point score

The average points that students achieved per A-level entry.

Year	This school	National average	Compared with national average
2024/25	R	R	R
2023/24	49.94	34.38	Above
2022/23	49.05	34.16	Above

### A-level value added

A score showing students' progress between the end of key stage 4 and the end of their academic qualification studies.

Year	This school	National average	Compared with national average
2024/25	R	R	R
2023/24	0.0	0.0	Close to average

The Key Stage 5 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. 'R' in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

## 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
2024/25 (2 terms)	3.3%	8.1%	Below
2023/24	4.8%	8.9%	Below
2022/23	6.0%	9.0%	Below

## 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
2024/25 (2 terms)	3.9%	21.9%	Below
2023/24	14.1%	25.6%	Below
2022/23	22.3%	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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