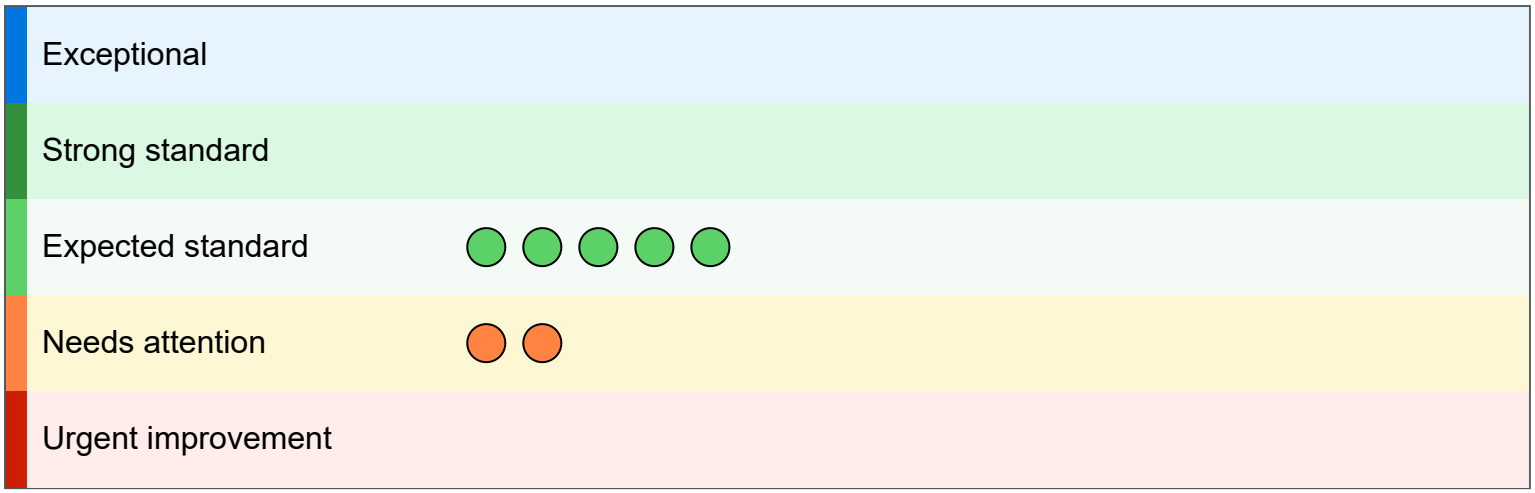
Twin Oaks Primary School

Address: Scawen Road, London, SE8 5AE

Unique reference number (URN): 100712

Inspection report: 27 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.

Expected standard

Curriculum and teaching

Expected standard

Leaders have designed a curriculum that is broad and ambitious across all subjects. They have an accurate view of the quality of the curriculum and teaching. Leaders have prioritised the teaching of reading, writing and mathematics to improve standards. Phonics is given the highest priority from the moment children enter the school. Children quickly learn their letters and sounds, and if they fall behind, they are well supported to catch up.

Teachers deliver the planned curriculum, but some inconsistencies in the quality of teaching remain. Leaders have implemented the ‘Twin Oaks Way’ of teaching. This identifies what leaders believe to be key features of high-quality teaching, based on up-to-date research. This is starting to have a positive impact, but not all staff are as confident or effective in implementing the strategies.

Leaders and staff keep a careful check on the progress pupils make and adapt their provision to fill any gaps. Leaders support teachers to adapt the curriculum for pupils with special educational needs and disabilities very well.

The teaching of writing has improved. Pupils across the school are writing at length for a range of purposes and audiences in their English lessons. Leaders recognise the need to further develop opportunities for pupils to improve their writing across the curriculum consistently. The mathematics curriculum is well established, and teachers' secure subject knowledge supports pupils to embed their learning well.

Early years

Expected standard

Caring and positive relationships between adults and children in Reception mirror those seen across the rest of the school. Children are safe and well cared for. Staff develop positive relationships with parents and carers, who are welcomed into the school at the start of the day.

The early years curriculum is carefully designed and builds children’s knowledge and skills over time. There is a clear focus on securing children’s phonics and early mathematics knowledge, as well as developing their language, communication and vocabulary. Teachers’ subject knowledge is secure. Adults use effective questioning to check children’s understanding. High-quality interactions between adults and children help to secure children’s knowledge and understanding.

Well-established routines support children’s growing independence and positive attitudes to learning. Children with special educational needs and/or disabilities (SEND) are supported effectively to play and learn happily alongside their peers. Staff make careful adaptations to the curriculum to ensure that children with SEND experience success in their learning and development.

Staff check carefully what children know and can do when they join Reception and track their progress closely. Children develop knowledge across all areas of learning. Children’s

achievement is improving, and they are increasingly well prepared to access the curriculum in Year 1.

Inclusion

Expected standard

Leaders ensure that every child at Twin Oaks is made to feel that they belong. Leaders swiftly identify individual needs as soon as pupils join the school. Pupils with special educational needs and/or disabilities (SEND) are valued members of the school community. Leaders ensure that targeted support is carefully put in place so pupils can overcome barriers to their learning or wellbeing.

Leaders provide highly effective support to pupils and families known to social care, drawing on a range of other professional expertise when it is appropriate. They have an in-depth knowledge and understanding of the children and their families.

Leaders monitor the progress of pupils with SEND carefully and they make necessary adaptations to the curriculum or support to remove barriers to learning and wellbeing. The school's revised curriculum, alongside improved quality of teaching, is beginning to have a positive impact on pupils' achievement. Leaders recognise the need to embed recent changes so that these have a sustained impact.

Leaders support staff well so that they meet pupils' needs. Staff receive high-quality training and opportunities for ongoing professional learning.

Leaders and governors use additional funding thoughtfully to support disadvantaged pupils. They check the impact of their actions on disadvantaged pupils' progress.

Leadership and governance

Expected standard

Leaders are positive role models who embody the school values of respect, honesty, resilience and ambition. They have an accurate understanding of the school’s strengths and have identified appropriate priorities for improvement. Leaders have taken timely and effective action to improve standards and raise expectations. They recognise the need to analyse the impact of their actions in order to sustain improvements in attendance and reduce persistent absence.

Leaders have worked effectively to stabilise staffing and strengthen professional expertise. For example, well-targeted professional learning has led to clear improvements in the early years and in the teaching of reading, writing and mathematics across the school.

What is best for pupils lies at the heart of everything leaders do at Twin Oaks. The ways leaders help pupils with a wide range of special educational needs and/or disabilities to overcome their barriers to learning are effective. Leaders’ support for vulnerable pupils and their families is commendable.

Staff, including early career teachers, are proud to work at the school and feel well supported. They value the way leaders consistently consider their wellbeing and workload.

Governors are highly committed to the school and carry out their statutory duties effectively. They are skilled and provide appropriate challenge and support to leaders as they work together to improve the school.

Personal development and wellbeing

Expected standard

Pupils are supported well by the school's high-quality pastoral support. All staff care deeply about the wellbeing of their pupils. Pupils are friendly, open, honest and respectful. This reflects the school's values, as does pupils' resilience when learning challenges them.

Leaders have designed a thoughtful personal development programme that supports pupils' spiritual, moral, social and cultural development. The curriculum teaches pupils what they need to know about relationships, sex and health education. Assemblies, events and enrichment activities ensure that pupils generally understand and develop fundamental British values, such as tolerance. The school's value of 'respect' is typically well understood and enacted by pupils. Pupils understand right and wrong and why it is important not to treat people unfairly because of their race, religion, gender or disability, including learning disabilities. Pupils value and respect their peers.

Pupils contribute positively to the wider community. They raise money for charity and take part in community activities such as litter picking. Pupils enjoy opportunities to apply for leadership roles within the school, including school councillor, sports councillor and diversity director. Pupils learn about democracy through regular opportunities to vote for their school councillors.

Pupils are enthusiastic about a wide range of opportunities to develop their interests and character. They take part in sports tournaments, including football, golf and curling. Some pupils enjoy inclusive sports, such as seated volleyball. Pupils are also offered free piano lessons, and the choir enjoys performing at national events.

Leaders carefully track participation in enrichment activities. They make appropriate adaptations to support and encourage pupils to take part. For example, some clubs, such as chess club, are offered during the school day to support those who cannot access clubs after school. Leaders use additional funding for disadvantaged pupils effectively to ensure that all pupils can access the personal development programme.

Needs attention

Achievement

Needs attention

Pupils' achievement has not been as high as it should have been over time. The number of pupils achieving the expected standard in the phonics screening check at the end of Year 1 is below average. Pupils' outcomes in national tests in reading, writing and mathematics at the end of key stage 2 are well below the national average. Some pupils across the school continue to have gaps in their foundational skills in reading, writing and mathematics.

Recent improvements to teaching are beginning to have a positive impact on pupils'

learning. In some subjects, pupils recall knowledge securely, and their work shows they build successfully on previous learning. Older pupils are progressing through the curriculum well. This is a result of effective teaching filling the gaps in pupils' knowledge. Pupils are better prepared for secondary school.

Recent improvements to the curriculum and teaching are beginning to embed. However, it is too soon to see the impact on pupils' achievement over time.

Attendance and behaviour

Needs attention

Too many pupils do not attend school regularly, and this impacts negatively on their achievement. While leaders' recent actions are beginning to improve rates of persistent absence, it remains too high. Leaders have a clear and incisive understanding of individual pupils and their barriers to attending. However, leaders, including governors, do not analyse the school's attendance data rigorously enough to assure themselves of the impact of their strategies.

Leaders have high expectations for behaviour. Staff consistently apply the school's behaviour policy. They have established a warm and nurturing environment. Behaviour is positive in lessons as pupils listen carefully to their teachers and follow the school rules. The school is calm and orderly. Lunchtimes are filled with lots of laughter and fun as pupils play games together. Pupils generally get on well together. Any form of discrimination is not tolerated. Although bullying occasionally happens, leaders deal with it swiftly and effectively. There is a distinct sense of community where there are trusting, caring relationships between staff and pupils.

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

Pupils are greeted warmly by leaders and staff every day. Positive relationships between pupils and staff underpin the life of the school. Staff know pupils very well. Pupils are safe and well cared for. Pupils, including those who face barriers to their learning or wellbeing or those with special educational needs and/or disabilities, are nurtured, valued and respected. Staff want the best for pupils.

Despite the high expectations staff have, pupils do not achieve as well as they should. In national tests at the end of key stage 2, pupils achieve standards that are well below other pupils nationally. Pupils are benefiting from leaders' actions to stabilise staffing and improve the curriculum and the quality of teaching. As a result, there are signs of improvements in pupils' achievement. However, too many pupils do not attend school regularly enough, and this adversely impacts on their learning.

The curriculum is broad and rich. Reading is given the highest priority. Pupils enjoy visiting the well-stocked library. This helps to develop their love of stories and books.

Pupils enjoy taking part in the range of clubs, such as choir and sports clubs. Leaders make sure that pupils who are unable to take part in after-school clubs are able to enjoy the clubs on offer at lunchtime.

Children get off to a positive, happy start to school life in the Reception class. They progress well from their starting points. Children in the early years are supported well in their transition to Year 1.

Pupils behave well in lessons and play well together. Any bullying is swiftly sorted out by leaders.

Most parents speak highly of the school and many truly value the efforts leaders make to support them and their families.

Next steps

- Leaders, including governors, should ensure that they analyse attendance data more rigorously and take swift, decisive action to tackle absenteeism so that pupils attend school regularly.
- Leaders should ensure that high-quality teaching is embedded across the school so that all pupils make strong progress and achieve well across the curriculum.
- Leaders should ensure that teachers embed opportunities for pupils to apply their writing skills consistently in all subjects across the curriculum.

About this inspection

The chair of the board of governors in this school is Samantha Hoyer.

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.

Inspection activities:

Inspectors spoke with the headteacher, other senior leaders, staff, pupils, parents, governors and a representative from the local authority during the inspection.

The inspectors confirmed the following information about the school:

The school does not use any alternative provision.

Headteacher: Miss Karen Cartwright

Lead inspector:
Ruth Dollner, Ofsted Inspector

Team inspectors:
Joanna Franklin, Ofsted Inspector
Thomas Canning, 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 27 January 2026

School and pupil context

Total pupils

198
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: 272

School capacity

300
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: 300

Pupils eligible for free school meals (FSM)

47.47%
Well above average

What does this mean?

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

National average: 26.3%

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

3.03%
Close to 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: 3.5%

Pupils with special educational needs (SEN) support

21.72%
Well above average

What does this mean?

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

National average: 15%

Location deprivation

Above 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

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	42%	61%	Below
2024/25 (revised)	42%	62%	Below
2023/24 (final)	42%	61%	Below
2022/23 (final)	40%	60%	Below

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	69%	74%	Close to average
2024/25 (revised)	82%	75%	Close to average
2023/24 (final)	64%	74%	Below
2022/23 (final)	60%	73%	Below

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	56%	72%	Below
2024/25 (revised)	58%	72%	Below
2023/24 (final)	58%	72%	Below
2022/23 (final)	52%	71%	Below

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	61%	73%	Below
2024/25 (revised)	63%	74%	Below
2023/24 (final)	56%	73%	Below
2022/23 (final)	68%	73%	Close to average

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 reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	30%	46%	Below
2024/25 (revised)	32%	47%	Below

Year	This school	National average	Compared with national average
2023/24 (final)	28%	46%	Below
2022/23 (final)	31%	44%	Below

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	66%	62%	Close to average
2024/25 (revised)	84%	63%	Above
2023/24 (final)	50%	62%	Below
2022/23 (final)	62%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	48%	59%	Below
2024/25 (revised)	53%	59%	Close to average
2023/24 (final)	44%	58%	Below
2022/23 (final)	46%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	52%	60%	Close to average
2024/25 (revised)	47%	61%	Below
2023/24 (final)	50%	59%	Close to average
2022/23 (final)	62%	59%	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 reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	30%	68%	-38 pp
2024/25 (revised)	32%	69%	-38 pp
2023/24 (final)	28%	67%	-40 pp
2022/23 (final)	31%	66%	-36 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	66%	80%	-14 pp
2024/25 (revised)	84%	81%	3 pp
2023/24 (final)	50%	80%	-30 pp
2022/23 (final)	62%	78%	-17 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	48%	78%	-30 pp
2024/25 (revised)	53%	78%	-26 pp
2023/24 (final)	44%	78%	-33 pp
2022/23 (final)	46%	77%	-31 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	52%	80%	-28 pp
2024/25 (revised)	47%	81%	-33 pp
2023/24 (final)	50%	79%	-29 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	62%	79%	-18 pp

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 term)	5.9%	5.2%	Above
2023/24 (3 term)	5.3%	5.5%	Close to average
2022/23 (3 term)	5.5%	5.9%	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
2024/25 (2 term)	17.9%	13.3%	Above
2023/24 (3 term)	14.4%	14.6%	Close to average
2022/23 (3 term)	14.9%	16.2%	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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