



INDEPENDENT SCHOOLS INSPECTORATE

TWYFORD SCHOOL

INTEGRATED INSPECTION

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Twyford School

Full Name of School	Twyford School
DfE Number	850/6008
Registered Charity Number	307425
Address	Twyford School High Street Twyford Winchester Hampshire SO21 1NW
Telephone Number	01962 712269
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Email Address	twyford@twyfordschool.com
Headmaster	Dr Steve Bailey
Chair of Governors	Mr Sean Kelly
Age Range	3 to 13
Total Number of Pupils	414
Gender of Pupils	Mixed (224 boys; 190 girls)
Numbers by Age	0-2 (EYFS): 0 5-11: 273 3-5 (EYFS): 54 11-18: 87
Number of Day Pupils	Total: 391
Number of Boarders	Total: 23 Full: 0 Weekly: 23
Head of EYFS Setting	Mrs Karen Rogers
EYFS Gender	Mixed
Inspection dates	21 May 2013 to 24 May 2013

PREFACE

This inspection report follows the *ISI schedule*, which occupies a period of four continuous days in the school. The previous ISI inspection was in September 2008.

The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2010. The range of these Regulations, which replace those first introduced on 1 September 2003, can be viewed on the website www.legislation.gov.uk. Additionally, inspections will consider the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment introduced by the School Standards and Framework Act 1998.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

ISI is also approved to inspect the Early Years Foundation Stage (EYFS), which was introduced in September 2008 and applies to all children in England from birth to 31 August following their fifth birthday. This report evaluates the extent to which the setting fulfils the requirements of the Early Years Foundation Stage Statutory Framework published by the Department for Education (DfE) and follows the requirements of the Childcare Act 2006 as subsequently amended.

This inspection contains specific judgements on the National Minimum Standards for Boarding Schools. It comments on the progress made by the school in meeting the recommendations set out in the most recent statutory boarding inspection and evaluates the quality of the boarding experience and its contribution to pupils' education, personal development and welfare. Until September 2011, Boarding inspections were carried out by the Office for Standards in Education (Ofsted), Children's Services and Skills.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, although inspectors comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include:

- (i) an exhaustive health and safety audit
- (ii) an in-depth examination of the structural condition of the school, its services or other physical features
- (iii) an investigation of the financial viability of the school or its accounting procedures
- (iv) an in-depth investigation of the school's compliance with employment law.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to in the published report but will have been considered by the team in reaching their judgements.

Both Ofsted and ISI inspect and report on the Independent School Standards Regulations. However, they apply different frameworks and have different criteria for judging school quality that are suited to the different types of schools they inspect. Both use a four point scale when making judgements of quality but, whilst the ISI terminology reflects quality judgements that are at least equivalent to those used by Ofsted, they also reflect the differences in approach. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement on each aspect of the school's work at the beginning of each section. **These headline statements must include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory', and where Achievement is 'exceptional' that term may be used for the top grade.** Elsewhere in the report,

inspectors may use a range of different adjectives to make judgements. **For EYFS registered provision (for pupils aged under three), reports are required to use the same terminology ('outstanding', 'good', 'satisfactory' and 'inadequate') as Ofsted reports.**

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with senior members of staff and with the chair of governors and representative governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited boarding houses and the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Lady Fiona Mynors	Reporting Inspector
Mrs Heather Beeby	Team Inspector (Head, IAPS school)
Mr Howard Edwards	Team Inspector (Head, IAPS/ISA school)
Mrs Penny Forsyth	Team Inspector (Former Head, IAPS school)
Dr Simon Willcocks	Team Inspector (Former Head, IAPS school)
Mrs Sue Bennett	Co-ordinating Inspector for Boarding
Mrs Marjorie Harris	Co-ordinating Inspector for Early Years

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Twyford School educates boys and girls aged between three and thirteen. Founded in the eighteenth century, it is based in a Queen Anne house with additional modern buildings, set in its own grounds in a village outside Winchester. It is a charitable trust administered by a board of governors. The Early Years Foundation Stage (EYFS) is an integral part of the pre-prep department, which also includes Years 1 and 2. The Middle School comprises Years 3, 4 and 5, and the Upper School Years 6, 7 and 8. All are managed as one school.
- 1.2 Since the previous inspection, a new headmaster was appointed in 2010, and the school and boarding management structures have been reorganised. Within a Christian family environment, the school aims to provide a challenging, high quality, all-round education in which pupils are highly valued as individuals and enjoy their education. The school particularly seeks for pupils to develop independence in their learning and the confidence to contribute to a range of activities.
- 1.3 At the time of the inspection 414 pupils were on roll, of whom 54 were in the EYFS. There were 74 pupils in Years 1 and 2, 199 in Years 3 to 6 and 87 in Years 7 and 8. Weekly boarders comprised 17 boys and 6 girls, while a further 90 pupils board on a flexible basis. The overall ability of the pupils is above the national average. The pupils' parents are mainly from business and professional backgrounds, living within a 25-mile radius of the school. A few pupils are of minority ethnic origins. The school has identified 39 pupils as having special educational needs and/or disabilities (SEND) and all receive support. Five pupils have English as an additional language (EAL); they are fully bilingual and do not receive additional support.
- 1.4 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 The quality of the pupils' achievements and learning, including in the EYFS, is excellent. Pupils are extremely well educated in line with the school's aims. The dynamic, carefully planned curriculum provides pupils with a rich learning experience, and they benefit from a considerable range of extra-curricular activities developed in response to the previous inspection. The quality of teaching is excellent overall. Although teachers always support pupils in lessons, they do not consistently provide targeted individual tasks to match pupils' different needs. Pupils make good progress, which increases rapidly in Years 7 and 8, so that by the time they leave, their attainment is well above that expected of pupils of similar age. Pupils who need additional support progress and achieve well through the individual help they receive. The most able pupils achieve high standards as they are frequently given additional challenges. The pupils' attitudes to their work and learning are almost always excellent. Nearly all pupils achieve places at their first choice of senior school, many with highly competitive entry, and each year a significant proportion achieve academic and non-academic awards. Children in the EYFS greatly enjoy their time in the setting. They have many good opportunities for outdoor learning, although these are being developed even further. By the end of Reception, most children have achieved the Early Learning Goals and many exceed them.
- 2.2 The spiritual, moral, social and cultural development of the pupils, including children in the EYFS, is excellent. Pupils are self-reliant and they have a natural confidence. As they move up the school, and when they leave, pupils are extremely well prepared for each stage of their education. They are strongly assisted by the excellent support provided by the pastoral care system and meticulous arrangements for welfare, health and safety. The quality of boarding is excellent and boarders greatly enjoy their boarding experiences.
- 2.3 The quality of governance is excellent. Governors maintain highly effective oversight of the workings of the school and are rigorous in providing appropriate challenge to senior management. Governors provide strong support for the EYFS, and discharge their legal responsibilities efficiently. The quality of leadership and management is excellent overall. The welfare and safeguarding of all pupils are key priorities for all management decisions. Confident leadership has a clear development strategy, strongly supported by senior management. Middle management roles are not yet fully effective. Formal subject links across the school are not yet secure, and although some work scrutiny and lesson observation take place, this is inconsistent. As recommended at the previous inspection, teachers are beginning to observe each other's lessons. The school has excellent links with parents, carers and guardians. In response to the pre-inspection questionnaire, parents of pupils of all ages were overwhelmingly satisfied with the education and care provided for their children.

2.(b) Action points

(i) Compliance with regulatory requirements

2.4 The school meets all the requirements of the Independent School Standards Regulations 2010.

(ii) Recommendations for further improvement

2.5 The school is advised to make the following improvements.

1. Extend the role of the head of department to ensure that the monitoring and evaluation of teaching and learning are consistently rigorous across the school.
2. Identify the means whereby teachers can share the most effective teaching strategies in their lessons to meet the full range of pupils' needs and abilities.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

3.(a) The quality of the pupils' achievements and learning

- 3.1 The quality of the pupils' achievements and learning is excellent.
- 3.2 Pupils are extremely well educated, in line with the school's aims to develop each individual's strengths and to engender a love of learning. Children in the EYFS greatly enjoy their time in the setting, approaching their activities eagerly. They are curious about their surroundings, express themselves clearly and learn how to take risks safely in outdoor activities. Children can manipulate numbers to 10 and order them to 20. They confidently undertake early reading and writing activities, and some Reception children can write facts independently for the class topic book, and read extremely efficiently. Children are creative in a variety of media, and confidently use information and communication technology (ICT).
- 3.3 From Year 1, pupils demonstrate excellent understanding, knowledge and skills in their subjects and activities, and they achieve high standards. They are extremely articulate and confident to express their opinions, relishing the opportunity to engage in mature discussions with their peers and adults while listening carefully to what others say. Pupils of all ages read well with thoughtful expression and appropriate projection. They take great pride in the presentation of their work and their handwriting is good. The content of their writing across a range of subjects demonstrates great versatility. They use mature vocabulary, enabling them to respond sensitively to literary texts, and to use appropriate language structures skilfully to match varied tasks set. Pupils' mathematical skills are strong, and they apply them effectively across the curriculum. They research and investigate confidently and use ICT efficiently. Pupils' creative skills are outstanding and their art, music, and design and technology work is of an extremely high standard. Pupils enjoy their opportunities to take part in drama and musical productions. All pupils, including those in the EYFS, have outstanding physical skills. Pupils who need additional support achieve well through the individual help they receive. The most able pupils achieve high standards as they are usually given additional challenge in lessons.
- 3.4 Pupils have many successes in team and individual activities. On match days, up to 24 teams play successfully in a wide range of sports. Netball teams have won regional Independent Association of Prep Schools tournaments and footballers have been selected for national Independent Schools Football Association teams. Pupils represent their county in cricket, cross-country running, hockey, rugby and swimming. In the Junior UK Maths Challenge, pupils have achieved gold certificates and some have reached the Junior Olympiad stage. Pupils have twice won the Townsend Warner preparatory schools history competition. Individuals are successful in external speaking, drama and ballet examinations. Over three-quarters of the pupils learn instruments, many achieve high grades in external examinations and some have been selected to take part in professional operas. Almost all pupils achieve places at their first choice of senior school, many in highly competitive entry. Each year a significant proportion of pupils achieve academic and non-academic awards.
- 3.5 Pupils' attainment cannot be measured in relation to performance against a fixed national average, but on the evidence available from lesson observations, scrutiny of samples of their work and interviews with pupils, it is judged to be excellent. Pupils make good progress, which increases rapidly in Years 7 and 8, so that by the time

they leave, their attainment is well above that expected of pupils of similar age. Pupils with SEND or EAL progress extremely well, appropriately supported in their work. In the EYFS, children of all abilities make excellent progress in relation to their starting points, and by the end of Reception most of them have achieved the Early Learning Goals and many exceed them.

- 3.6 The pupils' attitudes to their work and learning are almost always excellent. In the EYFS, children are active learners, confidently exploring and investigating, working and playing independently. From Year 1, pupils persevere, determined to give of their best, and they enjoy collaborating with others, eager to undertake any challenges offered. A particular strength of the pupils' approach to their work is that they settle quickly to independent tasks. In the lessons observed, on the rare occasions that they had insufficient challenges, they lost concentration and made less progress than usual.

3.(b) The contribution of curricular and extra-curricular provision

- 3.7 The contribution of curricular and extra-curricular provision is excellent.
- 3.8 Imaginative educational programmes in the EYFS, matching current requirements, give strong support to children's individual needs and interests to ensure that they can reach their expected levels of development. They have access to an excellent range of adult-led and child-initiated activities. In the Nursery these are focused on carefully planned play activities, whilst in Reception play is balanced with more formal learning at appropriate times during the day. Children have good opportunities for outdoor learning, and this aspect of the curriculum is in the process of further development. They greatly benefit from access to the school's facilities.
- 3.9 The dynamic curriculum for Years 1 to 8 provides a rich learning experience and strongly supports the school's aims of providing a vibrant education to create self-reliant learners. Predominantly class-based teaching in the pre-prep and Years 3 and 4 provides a secure foundation for the introduction of specialist teaching, which increases as pupils progress through the school. Pupils' linguistic skills are enhanced by the opportunity to learn French, and from Year 5, Latin. Their physical development is enhanced by the generous time allocation for sporting activities, strongly supported by excellent facilities and resources. The comprehensive and relevant personal, social and health education (PSHE) curriculum underpins the pupils' personal development. Their experiences are further enriched by the appropriate use of cross-curricular opportunities and by a focus on the transfer of skills and the application of knowledge.
- 3.10 A thorough evaluation system links curriculum development and planning to suit all pupils' needs. A number of recent initiatives have included the introduction of drama across the school and the Learning Qualities programme. This has focused on developing pupils' approaches to thinking and learning so that they increasingly take responsibility for their own learning, and has ensured that the recommendation from the previous inspection has been met. Well-planned timetabling takes into account the most appropriate time for pupils to learn core subjects at the beginning of the day. Pupils also benefit from careful setting and streaming to match their abilities. The preparation of individual pupils for scholarship examinations and entry into senior schools is meticulous.
- 3.11 Pupils' experiences are broadened by a wide range of visits and workshops, with destinations as diverse as the *Nutcracker* ballet and a chemistry festival. Visitors

regularly share their knowledge and expertise with the pupils. Excellent use is made of the immediate environment and the wider locality, and pupils benefit from a variety of residential trips. An increased emphasis is being placed on outdoor education, and plans are in place to introduce a whole-school programme in the forthcoming term.

- 3.12 In response to the recommendation of the previous inspection, the extra-curricular programme has been developed and it is now of exceptional quality. It is much appreciated by the pupils, who greatly benefit from participating in a considerably diverse and challenging range of activities outside the usual curriculum. Clubs take place every day, including Saturdays, when the Apprenticeships scheme operates. This offers an extremely broad choice of activities for pupils of all ages, providing challenge, greater independence and curricular extension. Opportunities suit all tastes, from improvers' Chinese and fencing to current affairs and circus skills. Pupils gain an awareness of the local community through the school's links with the local church, taking part in events such as the Harvest Festival.
- 3.13 From the EYFS onwards, systems to identify and support pupils with SEND or EAL are good and are being strengthened. Careful screening and early intervention ensure that pupils receive prompt support when necessary. From Year 2, these pupils receive individual tuition as appropriate from the strong learning support team. In subject lessons, teachers understand and support pupils sensitively, but on occasions they do not adapt tasks appropriately to match their individual needs.

3.(c) The contribution of teaching

- 3.14 The contribution of teaching is excellent overall.
- 3.15 Teaching is extremely effective in promoting pupils' progress and fosters their interest in learning, strongly supporting the school's aims. In the EYFS, staff know the children well. Through a clear understanding of children's individual needs, staff plan appropriate activities using excellent resources to motivate and interest them, helping them to learn effectively. Frequently, learning is carefully planned to take place outside the classroom or in the woodland area, whatever the weather. Staff are knowledgeable and have high expectations, and through their enthusiasm they ensure that children are eager to learn. In a variety of situations, children are challenged to think and question.
- 3.16 In Years 1 to 8, a significant proportion of the teaching observed was excellent and in all but a few lessons it was good. At its best, teaching is inspirational. Lessons are conducted at a brisk pace and teaching is knowledgeable. Teachers usually plan appropriate activities using high quality resources that engage and motivate the pupils, who are extremely well behaved in their lessons. Relationships in lessons are excellent and teachers know their pupils extremely well. Pupils feel confident to seek help should they require it. Lessons are planned thoroughly and in most, teachers use a range of teaching styles that appropriately challenge and extend the pupils' knowledge and understanding. Individual pupils who need additional help are unfailingly supported by teachers in lessons. Many examples of excellent practice in matching specific tasks to different pupils' needs were observed. However, targeted individual tasks are not consistently provided across the school. As a result, pupils with SEND cannot always work independently and need more support from their teachers. On rare occasions, more able pupils complete tasks quickly and are not provided with additional challenges.

- 3.17 All teaching is encouraging, buoyed by high expectations of pupils. This enables them to develop the confidence to contribute to their lessons with great enthusiasm and perseverance, and leads to excellent achievement. Pupils feel that they make good progress with their work through the support of their teachers, and parents are also pleased with the progress their children make. A particular feature of much teaching is that pupils are helped to develop study skills and strategies to be used in their future education. The breadth of pupils' learning is enhanced by the way in which teachers make cross-curricular links. In many classrooms excellent displays create a dynamic learning environment, but this is not consistent across the school. Many teachers exploit the use of ICT highly effectively in lessons, although this is not yet fully developed across the school.
- 3.18 The overall quality of marking is inconsistent. In the pre-prep department it is regular and efficient. From Year 3 it is sometimes constructive, with corrections clearly indicated, but in many books it is less detailed, with ticks and little comment or guidance to help pupils improve their work. In some lessons, pupils are encouraged to evaluate their own work, which helps them to take responsibility for their own learning. Although pupils generally understand the different systems of grading and marking, inconsistencies within and across departments lead to confusion of expectation. Pupils speak positively about the individual feedback that they are given about their work in lessons.
- 3.19 In the EYFS, staff efficiently use assessment and thoughtful observation to monitor children's progress. Thorough whole-school assessment systems are used effectively in the development of the curriculum and lesson planning. Formal assessment takes place regularly throughout the academic year, and data is used to inform parents about their children's progress and to enable senior management to track their academic development.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

4.(a) The spiritual, moral, social and cultural development of the pupils

- 4.1 The spiritual, moral, social and cultural development of the pupils is excellent.
- 4.2 This high standard is in accordance with the ethos of the school as a Christian community which places an emphasis on good manners, high personal values and caring for others. By the time pupils leave, they are extremely well prepared for the next stage of their education. They are self-reliant and have gained a natural confidence and self-awareness; they are polite and considerate to everyone. Pupils are emotionally mature for their age and have a genuine concern for each other's welfare. They show the same respect and support for their peers as the dedicated and caring staff show to them. Pupils enjoy many opportunities to reflect on non-material aspects of life. These include time to sing and reflect at services in the striking Victorian chapel located at the heart of the community, and the wealth of musical and aesthetic experiences available to them throughout the school. Pupils' sense of self-worth is fostered from a very early age; the very youngest are listened to and express an opinion.
- 4.3 Pupils show outstanding moral development within a clear framework of moral values set by the school. They have a clear sense of right and wrong, and understand and support the school's values and expectations that are widely published in all classrooms and pupils' planners. Pupils respect and regard them as reasonable, and believe self-discipline to be important. The prevention of bullying is a central and recurring theme in the PSHE course. This is thoroughly understood by all pupils, especially Year 8, who regard it as their responsibility to help ensure the welfare of younger pupils. Pupils discuss ethical matters with conviction and considerable maturity. They also demonstrate a strong moral awareness of the needs of others less fortunate than themselves by fund raising for charities.
- 4.4 The social development of the pupils is exceptionally strong. Older and younger pupils relate well to each other in the school's energetic, friendly community. Senior pupils enthusiastically accept responsibility for looking after and setting an example to younger pupils. Groups of pupils are trained as peer supporters, and prefects and Year 8 pupils form weekly duty teams. An effective 'buddy' system assists new pupils, and older pupils read to younger pupils. The school councils are significant vehicles for developing the pupils' sense of communal responsibility. They vote for the council representatives and know that their views are valued within the school community.
- 4.5 Pupils are knowledgeable about current affairs, and demonstrate a strong political awareness. In discussion, they were able to relate the 1689 Bill of Rights to current debates about the monarchy and succession to the throne. Pupils show a clear understanding of the democratic principles and rule of law on which British society is based. The annual visit to the Houses of Parliament serves as a valuable and enriching experience for the older pupils.
- 4.6 The cultural development of the pupils is excellent. Pupils develop a good awareness of faith and cultural difference through aspects of the curriculum and the religious studies course in which all major world faiths are taught and valued. Pupils enjoy a wealth of cultural opportunities in many subjects and activities, and local visits to such places as Winchester Cathedral, museums and theatres enhance their experiences.

- 4.7 In the EYFS, children benefit from the regular use made of the school's facilities to enhance their independence, and feel safe. Children co-operate with each other, wait patiently for their turn with equipment and tidy games away with little fuss. Children are thoroughly prepared for transfer to the next stage of their education.

4.(b) The contribution of arrangements for pastoral care

- 4.8 The contribution of arrangements for pastoral care is excellent.
- 4.9 A caring, disciplined and nurturing atmosphere prevails throughout the school, reflecting its Christian ethos and fully supporting its aims. Pastoral care is given a high priority by all staff, who provide exceptional support and guidance for pupils. Strong systems of care underpin positive relationships, including the 'buddy' system, peer support, tutor system and prefects. Pupils and adults show mutual respect for each other, which makes an exceptional contribution to pupils' personal development. Pastoral concerns are regularly shared by staff and careful records maintained. The EYFS setting provides a caring environment in which children flourish. They feel secure and benefit from the good support they receive from their key person. Staff are excellent role models for children, who are encouraged to behave well. Children thrive and feel safe in their teaching groups, where staff ensure that their needs are met effectively.
- 4.10 Pupils demonstrate an excellent understanding of the need for developing healthy lifestyles and eating sensibly. In the EYFS, children know that exercise is important. They learn to swim and have specialist physical education teaching. Children are encouraged to eat healthily throughout the day and they make sensible food choices. They manage their own personal hygiene needs competently and this is reinforced from Year 1 through signs and readily available hand gels that remind pupils to wash their hands before eating. Meals are appetising and nutritious, and include plenty of choice. In interviews, pupils expressed a high level of satisfaction with the food. Pupils appreciate the need for regular exercise and have many opportunities within the curriculum, in extra-curricular time and at play to be physically active.
- 4.11 The school's policies for promoting good behaviour and guarding against harassment and bullying are highly effective. Behaviour is excellent and from the youngest age, pupils enjoy conversations with their peers and adults. The systems for rewards and sanctions are fully understood by pupils. In interviews, pupils were clear that the reward system is appropriate and fair. On the rare occasions when unacceptable behaviour does occur, measures are in place to manage it constructively and promptly. A culture of positive praise pervades the school.
- 4.12 In their responses to the pre-inspection questionnaire, a few pupils expressed that their views are not always heard. Inspectors found that pupils' views are effectively sought by teachers and other adults directly, and through other channels such as the three elected school councils. In interviews, pupils said that their views are considered; changes have been made in response to these, including choices at meals and the availability of water around the school.
- 4.13 The school has a suitable plan to improve educational access for pupils with SEND.

4.(c) The contribution of arrangements for welfare, health and safety

- 4.14 The contribution of arrangements for welfare, health and safety is excellent.
- 4.15 The comprehensive health and safety policy and meticulous arrangements for the whole school, including the EYFS, ensure that the pupils are cared for in a safe environment. Policies and procedures are reviewed regularly and rigorously by senior management. Staff actively promote pupils' welfare in lessons and activities, and all parents who responded to the questionnaire felt that the school keeps their children safe.
- 4.16 Clear procedures for safeguarding pupils are effectively implemented across the school. All staff, including in the EYFS, have received appropriate training in child protection at specified intervals, and the leadership has developed strong links with statutory agencies over many years. All visitors to the school are fully informed about the child protection policy and procedures on arrival.
- 4.17 All necessary precautions are taken to reduce risk from fire and other hazards, underpinning the management's commitment to maintaining high safety standards, strongly supported by the maintenance team. Regular fire drills take place and detailed fire risk assessments cover all areas of the school. Thorough risk assessments are prepared for trips and activities for the whole school, including the EYFS, where health and safety procedures are rigorously embedded in routines.
- 4.18 The facilities for pupils who are sick or injured are excellent and thorough records of incidents and accidents are kept. The first-aid policy is efficient, and many staff have paediatric and first-aid qualifications. The admission and attendance registers are accurately completed and correctly stored for the previous three years. Careful systems are in place to follow up any pupil absences.

4.(d) The quality of boarding

- 4.19 The quality of boarding is excellent.
- 4.20 Outcomes for boarders are excellent. Boarders greatly enjoy their boarding experiences and in turn these opportunities support their personal development extremely well. Boarders are confident and self-assured, and relish house responsibility roles. Older boarders act as peer supporters and mentors for younger boarders. When showing visitors around the premises, boarders are highly articulate and speak proudly about their school. Boarders have excellent opportunities to develop their knowledge of world affairs through watching the news and reading daily newspapers. They confidently discuss current news events and express their views on financial matters, such as the economy in England. A strong sense of community exists within the house, enabling all boarders to feel safe and equally treated. Experienced boarders help those new to boarding settle quickly, acting as 'buddies'. Boarders' behaviour is exemplary; they appreciate the guidance that the rules provide. They say that incidences of bullying are extremely rare, and are confident that staff will address any such occurrences swiftly and fairly. Boarders value the friendships they make. They demonstrate a thoughtful awareness towards their peers' needs and form strong relationships with the staff who care for them. In discussion, boarders say that staff are very approachable and always willing to help them with any concerns that may arise. They understand that there are channels of support available beyond school, such as the independent listener. Boarders are happy and settled. They describe their boarding time as 'absolutely brilliant'.
- 4.21 The quality of provision and care is excellent. The highly nurturing environment supports boarders' individual needs extremely well. House staff are exemplary role models and provide outstanding support and guidance, ensuring that boarders keep safe, fit and healthy. Teaching staff, including senior management, regularly undertake house duties, enabling high quality support links between boarders' academic day and their boarding life. Induction systems for new boarders are thorough. The excellent induction booklet, set out as a photographic guide, helps boarders to become familiar with house areas. Staff give careful consideration to the balance of boarding life, ensuring that boarders have appropriate time for study and relaxation.
- 4.22 Experienced and well-qualified medical staff and matrons oversee boarders' welfare. The provision benefits from a local medical surgery, and visits to specialists such as dentists can be arranged if necessary. Excellent care is given to boarders who are unwell or injured, including during the night. Comprehensive policies, procedures and records, including permission for emergency treatment, support boarders' well-being. The recommendation from the previous inspection relating to procedures for the use of household remedies and self-medication has been successfully addressed. Catering arrangements support boarders' dietary needs extremely well. Menus are varied, nutritional and greatly enjoyed by boarders, and they have excellent opportunities to contribute their thoughts and suggest favourite meals. The summer barbecues and winter pizza evenings are particularly popular. Fresh fruit is always available and boarders enjoy toast and a choice of drinks each evening.
- 4.23 An excellent variety of evening clubs and sporting activities enables boarders to experience a rich breadth of opportunities beyond the classroom. The school's extensive grounds and facilities enable them to take the initiative for their own recreation. The quality of the boarding accommodation, including dormitories and

washrooms, is of a high standard. Common rooms are welcoming and well resourced, and have a homely feel. Boarders are able to personalise their own areas and have ample storage space for their personal belongings. Lockers are provided to store valuables, which meets the previous inspection's recommendation. Arrangements for boarders' laundry needs are thorough and good provision is made for boarders to replenish personal and stationery items. Boarders have excellent opportunities to contact their families in private using school telephones or email. Older boarders also have restricted times to use their personal mobile telephones, which are safely stored by staff. Communication between house staff, parents and guardians is extremely efficient and any queries or concerns receive a prompt response. Parents are warmly welcomed into school and attend sporting and seasonal events.

- 4.24 Arrangements for boarders' welfare and safeguarding are excellent. Highly effective policies and procedures successfully meet the requirements of the National Minimum Standards for Boarding Schools. Staff have a thorough understanding of their safeguarding responsibilities and receive high quality support and training from designated managers. The school has effective links with the local authority for further support and guidance. Boarding staff are well qualified and experienced for their respective roles. Procedures for the recruitment and vetting of new staff are rigorous. Staff are conscientious in promoting the school's behaviour and anti-bullying procedures, ensuring that boarders' welfare is paramount.
- 4.25 Stringent health and safety measures ensure boarders' safety. Risk assessment procedures are rigorous and emergency evacuation drills are regularly undertaken. Staff develop boarders' safety awareness by encouraging them to report any potential hazards in a maintenance book. Robust supervision and registration systems ensure that staff know the whereabouts of boarders at all times.
- 4.26 The leadership and management of boarding are excellent. Boarding is a significant element of the school community and fully achieves its aims and principles. Senior management and house staff meet regularly to review boarding practice and set development targets, demonstrating their strong commitment to continuous improvement. The comprehensive documentation available for parents and boarders, including those new to the school, gives highly detailed guidance on aspects of boarding life. A range of excellent policies gives staff clear direction on boarding procedures and ensures a cohesive approach to boarders' care. The school has efficiently addressed the recommendations from the previous inspection. Senior leadership and management staff embrace the views of boarders and their parents. Boarders have excellent opportunities to contribute their ideas through regular boarding meetings. They feel that senior management staff are appreciative of their suggestions, and recent improvements have included a variation of evening snacks and the purchase of additional recreational resources. In their responses to the pre-inspection questionnaire, parents reported that their children enjoy their boarding experiences immensely; in particular, they appreciate the excellent communication links and caring support provided by house staff. Similarly, during discussions and in their questionnaire responses, boarders overwhelmingly expressed their high levels of satisfaction with boarding life. Inspection evidence strongly supports these views.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is excellent.
- 5.2 Efficient, well-organised governance has enabled the school to be extremely successful in achieving its aims. The strongly committed governors bring a wide range of skills to support the school's management. A significant proportion of governors are parents of current or past pupils, who bring a useful perspective to the education provided. Governors have ensured that pupils are well educated and that high educational standards are achieved. Prudent financial planning underpins the school's investment in staff, plentiful resources, and the excellent, carefully developed accommodation and grounds, which are maintained to a high standard.
- 5.3 An appropriate committee structure, with regular meetings, enables governors to maintain highly effective oversight of the workings of the school. Committee minutes show that governors are rigorous in providing appropriate challenge to senior management staff, within a supportive environment, which is a stimulus for continued school improvement. Governors receive detailed reports from senior leadership staff, and subject leaders give presentations on their specialist areas. To gain a greater understanding of the pupils' experiences, governors attend formal and informal events, and observe lessons. Designated governors for specific aspects of the school enhance co-operative working between governors and management. Governors provide strong and effective support for the EYFS and are fully involved in its development.
- 5.4 The governors are highly effective in discharging their legal responsibilities in relation to statutory requirements. An efficient system is in place for regularly considering whole-school policies, and the policy and procedures for safeguarding are reviewed annually.

5.(b) The quality of leadership and management, including links with parents, carers and guardians

- 5.5 The quality of leadership and management, including links with parents, carers and guardians, is excellent overall.
- 5.6 This has ensured that the school is extremely successful in fulfilling its aims to provide a challenging, all-round education within a family environment where pupils achieve high standards and develop as confident individuals. All policies and procedures appropriately reflect the school's ethos, and the welfare and safeguarding of all pupils, including those in the EYFS, are key priorities for all management decisions.
- 5.7 The strong yet approachable leadership has an astute understanding of the needs of the school and provides a clear educational direction for its necessary development. Comprehensive strategic planning identifies appropriate areas for short- and long-term development. The strategic vision and planning are strongly supported by senior managers who work well together. All managers and staff are fully committed to the well-being of the pupils. New, highly successful systems for the management of boarding and pastoral care have been introduced. A new structure, to strengthen the academic management of the school, is ready for implementation in the

forthcoming term. Through regular evaluation in the EYFS, staff work extremely well together to create detailed development plans that ensure equality in the provision for all children, the effective use of resources and continuous improvement of the setting.

- 5.8 Middle management roles are not yet fully effective, and formal subject links across the school are not secure. In the pre-prep, subject co-ordinators maintain an efficient oversight of what is taught. In the rest of the school, the role of the heads of department has recently been clarified. Although they undertake some work scrutiny, practice is inconsistent. They do not yet regularly observe lessons across their departments to provide support for their colleagues and to enable them to share some of the most effective methods of teaching that exist in the school.
- 5.9 Efficient induction procedures are in place for new staff, who are carefully mentored and strongly supported, including in the EYFS. An appraisal system has been developed and is in the early stages of implementation. Staff are encouraged to undertake relevant professional training. As recommended at the previous inspection, peer lesson observation is beginning to take place across the school. All staff are suitably trained in their roles to ensure that the needs of the pupils are carefully met, that they are appropriately safeguarded, and that health and safety are a priority. Suitable arrangements are in place for checking the suitability of staff, governors and volunteers, and these are recorded meticulously.
- 5.10 Management of the EYFS is excellent. Efficient systems are in place for staff appraisal and they have appropriate supervision time to discuss and reflect on their practice, and opportunities for professional development through training. The setting has made good progress since the previous inspection. All aspects of learning have been extended, and children are able to move freely between indoor and outdoor activities.
- 5.11 The school has excellent links with parents, carers and guardians. In their response to the pre-inspection questionnaire, parents were overwhelmingly satisfied with the education and care provided for their children. They were particularly pleased with the range of subjects available, the extra-curricular activities and the care taken to ensure that their children enjoy their education. Parents of children in the EYFS are extremely pleased with the provision in the setting. Staff work closely with parents so that children are well supported and learning is encouraged beyond the setting. Good links exist with outside agencies so that children receive any specialist help that they need.
- 5.12 The school maintains a constructive relationship with parents, in accordance with its aim to create a family community. Highly effective communications between home and school are maintained through the informative weekly *Twyford Link* newsletter, the website, home/school diaries and electronic contact systems for emergencies. Parents appreciate the school's 'open door' policy, supported by the welcoming administrative team. They feel able to contact the school on any matters of concern, which are handled with care and in accordance with the school's policy.
- 5.13 Parents have many opportunities to be actively involved in the life of the school. They are welcomed to share in a variety of school events, such as informal concerts, and many support teams for matches. A parent forum is held each term, and information evenings and parent consultations take place regularly. The Twyford Parents Association provides frequent social opportunities. Parents across the school are willing helpers for activities such as reading with younger children or any

school event taking place. Parents of prospective pupils are invited to tour the school throughout the year and receive all necessary information, which is easily accessible. Parents new to the school are provided with comprehensive information to help their families become part of the school community.

- 5.14 Parents receive excellent information about their children's work and progress. Detailed bi-annual electronic reports provide clear assessment information about pupils' achievements and areas for development. Each half term, pupil-centred progress cards are issued, which pupils discuss with form teachers and tutors. Pupils' progress is regularly reviewed and shared with parents, and the school gives strong support to parents in their choice of appropriate senior schools for the future education of their children.

What the school should do to improve is given at the beginning of the report in section 2.