

INDEPENDENT SCHOOLS INSPECTORATE

INSPECTION REPORT ON

Twyford School

Full Name of the School	Twyford School
DCSF Number	850/6008
Early Years Number	N/A
Registered Charity Number	307425
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Chairman of Governors	Mr Sean Kelly
Age Range (of the whole school)	3 to 13
Gender	Mixed
Inspection Dates	29th September to 2nd October 2008
Head of Early Years Setting	Mrs Karen Rogers
Early Years Age Range	3 to 4
Early Years Gender	Mixed
Early Years Foundation Stage Inspection Dates	29th to 30th September 2008

This inspection report follows the framework laid down by the Independent Schools Inspectorate (ISI). The inspection was carried out under the arrangements of the Independent Schools Council (ISC) Associations for the maintenance and improvement of the quality of their membership. It was also carried out under Section 162A(1)(b) of the Education Act 2002 as amended by the Education Act 2005, under the provisions of which the Secretary of State for Education and Skills accredited ISI as the body approved for the purpose of inspecting schools belonging to ISC Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2003 as amended with effect from January 2005 and May 2007.

The Early Years Foundation Stage (EYFS) framework was introduced in September 2008 and applies to all children in England from birth to 31st August following their fifth birthday. The inspection was carried out by ISI, a body approved by the Government for the purpose of inspecting EYFS provision in schools belonging to the ISC Associations. Section 7 of this report evaluates the extent to which the setting fulfils the requirements of the EYFS Statutory Framework published by the Department for Children, Schools and Families (DCSF) and follows the requirements of the Childcare Act 2006 as subsequently amended.

The inspection was not carried out in conjunction with Ofsted, Children's Directorate, and the report does not contain specific judgements on the National Minimum Boarding Standards. 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 and development in general. The full Ofsted report can be found at www.ofsted.gov.uk under Inspection reports/Boarding schools.

The inspection does not examine the financial viability of the school or investigate its accounting procedures. The inspectors check the school's health and safety procedures and comment on any significant hazards they encounter: they do not carry out an exhaustive health and safety examination. Their inspection of the premises is from an educational perspective and does not include in-depth examination of the structural condition of the school, its services or other physical features.

CONTENTS

1.	INTRODUCTION	1
	Characteristics of the School	1
2.	THE QUALITY OF EDUCATION	2
	The Educational Experience Provided	2
	Pupils' Learning and Achievements.....	3
	Spiritual, Moral, Social and Cultural Development of Pupils	5
	The Quality of Teaching (Including Assessment).....	6
3.	THE QUALITY OF CARE AND RELATIONSHIPS	8
	The Quality of Pastoral Care, and the Welfare, Health and Safety of Pupils.....	8
	The Quality of Links with Parents and the Community	9
	The Quality of Boarding Education	10
4.	THE EFFECTIVENESS OF GOVERNANCE AND MANAGEMENT	12
	The Quality of Governance	12
	The Quality of Leadership and Management	12
5.	CONCLUSIONS AND NEXT STEPS.....	14
	Overall Conclusions	14
	Next Steps.....	14
6.	SUMMARY OF INSPECTION EVIDENCE	15
	List of Inspectors	15
7.	THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE (EYFS)	16
	What the Setting Should Do to Improve	17

1. INTRODUCTION

Characteristics of the School

- 1.1 Twyford School is one of the oldest prep schools in the country and moved to its present site in a village just outside Winchester in 1809. It occupies a Queen Anne house and includes a Victorian chapel, alongside modern buildings and is set amidst extensive grounds. It provides education for boys and girls between the ages of three and thirteen. Within the framework of a Christian ethos the school seeks to create a secure, happy and caring environment, to nurture the academic and personal development of all pupils, and to provide a first-class education.
- 1.2 Since the last inspection of 2002 a new headmaster and head of pre-prep have been appointed and further building has been undertaken. A staff professional development scheme has been introduced, senior management has been revised and the personal, social, health education with citizenship (PSHE & C) curriculum has been extended. In 2008 a two form entry was established in Reception and Years 1 and 2.
- 1.3 At the time of the inspection 359 pupils were on the school roll. Of these 46 were in the Early Years Foundation Stage setting (EYFS), 55 were in Years 1 and 2 (the pre-prep), 188 in Years 3 to 6 and 70 in Years 7 and 8 (the prep). Seventeen pupils were weekly boarders with other pupils being 'flexi' or occasional boarders. At the time of the inspection there was an average of 32 boarders per night. The school is non-selective with most pupils entering at the age of three or four. Pupils who enter later are given an assessment test and spend a morning at the school to ensure that they will be able to benefit from the education offered. From Year 2 some setting takes place and by Year 6 there is full streaming and setting. The school identifies 72 pupils as having some degree of learning difficulties or disabilities (LDD) with 50 of these having specialist learning support from the school. Two pupils do not have English as their first language (EAL).
- 1.4 Pupils are mainly drawn from the local area with most moving to independent boarding schools at the age of thirteen. Some pupils leave at the age of eleven to transfer to independent day schools or the maintained sector. At the ages of eleven or thirteen pupils take Common Entrance or specialised entrance or scholarship exams. Pupils' ability in general is above that of the national average.
- 1.5 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. THE QUALITY OF EDUCATION

The Educational Experience Provided

- 2.1 Pupils receive a good educational experience consistent with the aims of the school to offer its pupils a first rate education with an emphasis on Christian values, and to prepare them well for their next school and future life. It contributes extremely well to pupils' academic and personal development and builds on their skills in literacy, numeracy, speaking and listening. Since the last inspection the PSHE & C curriculum has been revised and French has been added for pupils in Reception and Years 1 to 3. Study skills have been added to the curriculum for Years 7 and 8.
- 2.2 The youngest pupils in Nursery and Reception follow the Early Years Foundation Stage curriculum and receive an outstanding educational experience. The pre-prep curriculum has recently been thoroughly revised and extended to enable more practical and outdoor work. Pupils study a full range of subjects based on the National Curriculum. In addition French, drama and dance and a full programme of physical and extra-curricular activities help develop further skills. Music is important and pupils enjoy singing and playing handbells and ocarinas. The imaginatively designed grounds offer pre-prep pupils space to run, climb and play in safety and provide well for outdoor education. They benefit considerably from using whole school facilities such as the chapel, swimming pool, art, design and technology (DT) and information and communication technology (ICT) facilities. Outings to places as diverse as Marwell Zoo and a Jewish synagogue enrich and support the curriculum.
- 2.3 In addition to the full range of subjects studied in Years 3 to 8, Latin is added at Year 5. Drama is not taught after Year 4. Music, art and DT develop pupils' creative and thinking skills, and standards are high. The well organised choirs, jazz band, string group and orchestra enable pupils to perform together. Singing in the beautiful Victorian chapel, where pupils attend a morning service three times a week, adds considerably to the school's unashamedly Christian ethos. The singing of Jerusalem by Sir Hubert Parry, in the school where Parry himself had worshipped and sung as a boy, was a memorable experience for all. Physical activity can include playing in the grounds, playing water polo or making dens on the chalk mounds (suitably clad). Only pupils and Old Twyfordians can understand the complicated rules of Court cricket which is played with enthusiasm. Games opportunities are extensive. Some parents felt that too few inter-school matches were provided for the less 'sporty' pupils, but the present match timetable shows an excellent range of opportunities for both older and younger boys, with much improved, and now very good, provision for girls. House matches are competitive and taken very seriously.
- 2.4 The range of extra-curricular activities in the prep is limited by the amount of time available, particularly for older day pupils. Pupils in all years felt they would like more. The inspection team felt that more activities would enable pupils to explore beyond the boundaries of the current curriculum, widening both their academic and personal development. However, those which do take place such as dance, swimming, judo, art, DT and music groups are well run and benefit those who attend them. A full programme of day and residential field trips, in addition to visits to theatres and concerts, enhances the curriculum and broadens pupils' experiences. Visits to places such as Calshot and Cheddar Gorge provide opportunities for independent and investigative work. Cricket and netball teams toured South Africa last year. Excellent links with the community, which have improved since last inspection, are augmented by speakers in chapel who are often from senior schools or charities.

- 2.5 Pupils are well prepared for the next stage in their education. Pupils moving from pre-prep to prep already know the building well and are helped by a 'buddy' system when they arrive in Year 3. Younger children in Reception are increasingly encouraged to play with older children as they gain in confidence, which helps them to settle quickly when they move on a year. Older pupils are thoroughly prepared for entrance to senior schools and for scholarship awards. At the age of eleven some pupils move to independent day schools and girls' public schools. The majority leave at the age of thirteen and transfer to mainly academic independent boarding schools, gaining an increasing number of awards. The school treats seriously its aim to provide pupils with the skills and knowledge for the future by providing education in democracy, leadership and life. All pupils can experience life in the excellent boarding house before they move to their next school.
- 2.6 The curriculum is generally balanced and planned well overall, although opportunity for drama is restricted. Subject policies and schemes of work show good progression and continuity and have improved considerably since the last inspection. Academic excellence is partly catered for by setting and streaming and the school is seeking further ways to improve this. Provision for the most able pupils in music, art, DT and sports is excellent. Pupils have equal access to all parts of the curriculum. Girls can and do play in boys' football teams up to the age of eleven.
- 2.7 Pupils with LDD and EAL who require learning support are well provided for, with individual lessons and focused attention from teachers. Regular reviews ensure that progress is monitored and pupils feel they are well supported.
- 2.8 The school meets the regulatory requirements for the curriculum [Standard 1].

Pupils' Learning and Achievements

- 2.9 Learning and achievement are high overall, in line with the school's aims and pupils make good progress. Pupils are enthusiastic and want to learn. They enjoy their learning and develop the right skills and attitudes for work and study enabling them to benefit fully from their lessons and activities and become competent learners. They perform extremely well in a variety of entrance examinations to senior schools. Since the last inspection the number of scholarships and awards to senior schools has increased, particularly music and all-rounder awards. In the last three years 32 awards have been won.
- 2.10 Creativity in music, DT and art are strong throughout the school and excellent and varied examples of art and DT were displayed. Year 8 worked confidently making wrought iron candlesticks using a furnace. A brass instrumental concert during the inspection demonstrated a high standard as did the singing of the senior choir. The evidence of lesson observation, discussion with children and scrutiny of books shows that pupils, including those with LDD and EAL, achieve generally high standards in relation to their ability. These pupils are helped by the encouragement they receive from teachers and where appropriate, from their learning support teachers.
- 2.11 Scrutiny of pupils' work showed no significant differences in relative attainment between different groups of pupils or subjects. Early Years children often reach the Early Learning Goals before the age of five. National tests are not taken at the age of seven and eleven.
- 2.12 When given the opportunity pupils love discussion and are keen to argue and reason. Year 7 expressed themselves very clearly during a discussion on human rights in a citizenship lesson. In a science class Year 1 pupils showed good reasoning skills when assembling a skeleton. Pupils read well and their good writing skills are used well across the curriculum. Pre-prep pupils enjoy looking at books and were keen to show how fluently they read.

Creative writing on display in Years 1 and 2 showed high standards. Year 2 benefit from their paired reading sessions with older pupils in Year 3, which also helps link the two parts of the school. Poetry writing is strong throughout the school and Year 4 even wrote poems in French. After summer examinations, Year 8 pupils work with a professional theatre company to produce a Shakespeare play.

- 2.13 Numeracy skills are well developed and are applied to other subjects such as science, DT and geography. Exceptional work was seen when older pupils coped well with the intricacies of quadratic and simultaneous equations. Investigational skills in science and mathematics are good when opportunities are given such as when Year 8 investigated circle theory using redundant bicycles. However, time is limited for extended topics or investigations to extend pupils' knowledge and thinking beyond the curriculum, which, particularly in Years 6 to 8, is constrained by examination demands. Scholarship candidates receive extra tuition when more wide-ranging topics can be discussed.
- 2.14 Since the last inspection the use of ICT has developed considerably and is evolving in conjunction with pupils' skills and knowledge. A variety of projects were seen such as Year 8 action films and the well-designed city guides by Year 6. Pupils' ability to use ICT in their work is helped by reaching good speeds in touch typing.
- 2.15 As well as high achievements in music examinations, and with three pupils playing in the national prep schools orchestra, pupils achieve highly in other areas. Teams and individuals at the ages of eleven and thirteen have frequently won prizes in the national prep schools general knowledge and Townsend Warner history competitions. An increasing number of gold awards are won in the UK mathematics challenge. Years 6 and 7 and the pre-prep produce annual plays and pupils gain confidence and enjoyment playing in music concerts. Many successes have been gained in local and national tournaments in all major sports as well as athletics and swimming, and a number of pupils play for county teams. Such successes show the range of opportunities that exist for the nurturing of pupils' talent. Personal and team achievements are celebrated on display screens around the school, in the termly Twyfordian magazine, in newsletters and the local press. Pupils find this very motivating. Pupils are encouraged to enjoy sports as well as to succeed. One boy said very firmly 'Sport is just fun and it doesn't matter if you don't always win'.
- 2.16 Pupils are helped to develop very good study skills and positive approaches to their work as they progress through the school. Older pupils can take notes competently and plan in draft form. Presentation is usually neat although the number of worksheets used particularly in Years 3 to 5, limits opportunities for pupils to learn how to present their work. Pupils work well individually or in pairs, as well as in sports teams. They settle to work extremely quickly and are able to concentrate throughout lessons generally behaving well. As well as being articulate, confident and courteous, they respect the views of others. Pupils are expected to work hard and they do. They persevere following the school motto 'Vince patientia' or in the Twyford translation 'It's dogged as does it.'

Spiritual, Moral, Social and Cultural Development of Pupils

- 2.17 Pupils' personal development is outstanding throughout the school and is in line with its aims of showing consideration to others, treating everyone with courtesy and respect and encouraging pupils to take responsibility for their own lives. Pupils' high standards of behaviour and thought for others are fostered by the supportive ethos of the school and the PSHE & C curriculum, which has been greatly improved since the last inspection.
- 2.18 Pupils' spiritual development is outstanding. The school promotes a Christian-based approach which permeates all aspects of the life of the school. Pupils' behaviour and obvious enjoyment of chapel services is a testimony to this. Pre-prep pupils have a short period of reflection before prayer. Religious studies (RS) and PSHE & C help pupils develop self-awareness, self-esteem and self-confidence in relation to faith, and their personal insight and empathy is fostered in a broader context. Year 4 pupils wrote about their own feelings and emotions in a series of poems and Year 5 drew patterns to express their reaction to different emotions. Pupils' enjoyment and understanding of the natural world is enhanced by the attractive surroundings in which they live and work. Support for one another, acknowledgement of success, and praise for something well done are fundamental to school life, and through this recognition pupils grow in confidence and acquire a belief in themselves. Each half-term pre-prep pupils vote for the kindest Year 2 pupil who is awarded the Rainbow cup. The Caring cup is awarded annually to the most deserving Year 8 pupil in this respect and voted for by younger pupils in the school.
- 2.19 Pupils have a strongly developed moral awareness and understand the significance of trusting one another in the school community. They demonstrate a strong sense of moral obligation and a good understanding of the difference between right and wrong. Throughout the school teachers and pupils show courtesy inside the classroom and out of it. Pre-prep pupils play exceptionally well together. Pupils appreciate the consequence of inappropriate behaviour and systems of rewards and sanctions are well understood and respected by all. Younger pupils develop their own classroom rules.
- 2.20 Pupils show excellent social awareness and they respect and expect to trust each other. This is evident in the way that they interact with their peers and with visitors in school. They work constructively together, both in lessons and in other activities. Older pupils help develop the school's aim for a family community by setting a good example to the younger ones. The opportunity to be prefects, peer supporters and members of the pre-prep and prep school councils, enables pupils to take some responsibility for social and community issues throughout the school. The recently modified house system promotes good social interaction through staff tutors who regularly meet with groups of pupils across the prep.
- 2.21 The school encourages pupils to be caring citizens who consider the needs of others. In preparation for a pre-prep harvest assembly pupils thought about service to others by giving to those less fortunate than themselves. Pupils work together to support a variety of charities. They demonstrate a good knowledge of major public institutions and services, and how democracy works. Older children engaged in ethical debates on crime and punishment and power and wealth.
- 2.22 Pupils develop effective cultural awareness. Knowledge and understanding of their own culture is developed by visits to museums, art galleries, theatres and concerts. They study French and Latin and are introduced to painters and musicians, and begin to appreciate the influence of art and music of different times and styles. Religious festivals from the five major world religions are studied in PSHE & C and RS lessons, and pupils benefited from visits by an Indian tabla player and a Chinese calligrapher. A fund raising initiative is usually preceded by a visit from a member of the charity involved which helps broaden

pupils' appreciation of the diversity and inter-dependence of cultures throughout the world. All these experiences as well as opportunities for overseas travel, help pupils to understand different faiths and cultures and increase their personal development. They acquire a well-informed appreciation of their own culture and a respect for others which helps them to become more responsible citizens of the future.

- 2.23 The school meets the regulatory requirements for the spiritual, moral, social and cultural development of pupils [Standard 2].

The Quality of Teaching (Including Assessment)

- 2.24 Overall the quality of teaching and assessment is good and a significant proportion of teaching is outstanding. Teaching demonstrates commitment and skills which help achieve the school's aim of high academic standards. Since the last inspection the use of ICT has been considerably developed and is rapidly evolving as pupils' skills and knowledge develop.
- 2.25 Teaching enables pupils of all abilities to progress well, and encourages them to think and learn for themselves when given the opportunity. In the best lessons, effective planning ensures that all pupils are fully challenged with a variety of activities taught at a brisk pace; good questioning enables pupils to think and learn for themselves and encourages them to express their opinions clearly. In some lessons, the pace was too slow and pupils were given less opportunity to extend their knowledge through discussion or extended activities. Some subjects at the upper end of the school are necessarily examination led, which, although giving pupils all the knowledge and skills required, can restrict the full exploration of a topic.
- 2.26 The majority of lessons are well structured and provide well for different abilities. This was seen clearly in Year 3 English where a variety of methods were used to stimulate writing skills, and in Years 1 and 2 where a round of activities in a literacy lesson enabled pupils of all abilities to learn. Teaching in a Year 8 Latin lesson enabled all pupils to progress through good questioning by the teacher, in an atmosphere which encouraged response as well as questions by the pupils. Teachers' high expectations of their pupils' learning and behaviour are usually met, whether in academic lessons or in more creative or physical activities. Relationships between staff and pupils are friendly but respectful.
- 2.27 Teachers know their pupils extremely well and are mindful of their needs and prior attainments. The learning support departments in both prep and pre-prep, together with outside specialists, liaise well with teachers and regularly report back to parents on the progress of those pupils with LDD and EAL. This good communication enables progress to be well monitored and is thus effective.
- 2.28 Teaching throughout the school is supported by excellent facilities and resources such as the specialist facilities for science, DT, art, ICT, games and swimming. Effective teacher prepared resources were seen in all departments. As well as those seen in the pre-prep and French, the history department has written its own book to supplement a text on the Medieval period, in order to make it more accessible for younger pupils. A lively lesson on Stephen and Matilda showed this being well used. The director of music has written his own song book to enable children to learn theory in an entertaining way. Interactive white boards are a relatively new resource and they are being used more effectively as staff gain in confidence and expertise. A Year 5 interactive English lesson on homophones, engaged pupil's interest and enabled all to learn.

- 2.29 Staff have excellent subject knowledge and enthusiasm which they impart to their pupils throughout the school. Pupils are motivated and enthusiastic and appreciate the time and effort given to them by teachers. In discussion, they felt that they were patiently helped to overcome difficult hurdles. In the pre-prep pupils obviously feel happy and relaxed with their teachers and this encourages them to develop good vocabulary and manners.
- 2.30 Internal examinations and assessments are used well to plan teaching, and heads of departments review schemes of work regularly using knowledge gained from assessment. Pre-prep teachers fully utilise both informal and formal assessment to aid their planning. In the prep, marking is of variable quality and not always in line with policy guidelines. At its best, comments are detailed, encouraging and positive, indicating clear targets for improvement as well as appreciation of pupils' effort. Heads of department are beginning to monitor teaching standards through peer observation and sharing of good practice. This already happens in the pre-prep, but is not yet evident across the school as a whole. The school is aware of this and plans to extend these opportunities to all staff. The school evaluates pupils' performance against its own norms and by standardised tests to assess potential.
- 2.31 The school meets the regulatory requirements for teaching [Standard 1].

3. THE QUALITY OF CARE AND RELATIONSHIPS

The Quality of Pastoral Care, and the Welfare, Health and Safety of Pupils

- 3.1 The quality of care, support and guidance for all pupils is outstanding and remains a strength of the school and ensures the welfare, health and safety of all pupils. It supports the school's values and its aim to develop happy children within a caring community. Both parents and pupils were very positive about the quality of pastoral care provided.
- 3.2 Excellent pastoral arrangements support staff in exercising their responsibilities. Form teachers in the pre-prep and Years 3 and 4 know their pupils well and offer daily support and guidance. Pupils in Years 5 to 8 are provided with sensitive advice and assistance, both academic and pastoral, in their weekly mixed-age house tutor groups. They spoke enthusiastically of the help they gained from these sessions. The 'buddy' system for Year 3 pupils helps to ensure a smooth and settled start for those new to the prep department. The headmaster and his deputy are always available, and matrons offer invaluable support to boarders and day pupils. A particular strength of the pastoral arrangements is the provision of the school listener and the peer supporters working under her guidance. Pupils spoke about how much they appreciated having an adult listener whom they could trust and talk with privately, but were also grateful for the sometimes more appropriate support of an older peer supporter.
- 3.3 High quality relationships between pupils and staff, and among pupils, are a key element in creating and maintaining the caring, family ethos of the school. Whether in lessons, activities or at meal times, pupils happily engage in conversation with each other and with members of staff. During boarders' supper, pupils were relaxed and chatty, and in the pre-prep early club, relationships were obviously trusting between pupils and staff. A friendship bench in the pre-prep playground (suggested by the pre-prep school council) assists the process of helping children to establish early friendships. In Year 3 drama and in DT lessons, staff established an excellent rapport with their pupils and in a Year 1 cookery class exemplary care was shown. Interactions during tutor groups showed the same high quality of relationships among older pupils and their teachers. The school takes every opportunity to raise awareness of child care with Every Child Matters documentation displayed and an effective overall policy. All pupils are well supervised in the playground.
- 3.4 Measures to promote good behaviour and discipline work extremely well and clear boundaries are set for all pupils. In the pre-prep, the Golden Rules are reinforced through assemblies, the PSHE & C curriculum and in the classroom displays, while special effort or work is recognised in a special Golden Book. Pupils are encouraged to do their best in everything and each class has its agreed code of conduct. Rewards and sanctions are frequently discussed so that pupils quickly learn what behaviour is expected and appropriate. A teacher was observed making particularly good use of the visual rainbow charts displayed and used to reward good behaviour and effort. In the prep the house point system is effective in rewarding and motivating pupils, while minus points help staff to deal with undesirable behaviour. Prep pupils described how pleased they were when rewarded with a special commendation for good or helpful behaviour and how proud they felt when their achievement was advertised around school on the electronic news screens, reported in assemblies and when their work is awarded an SUG (Sent Up Good) by the headmaster.
- 3.5 A thorough anti-bullying policy, which includes cyber-bullying, ensures sympathetic but effective and correct procedures when incidents occur. While incidents are rare, evidence

shows that when they have occasionally occurred they have been dealt with quickly and effectively. This was endorsed by pupils and parents.

- 3.6 All child protection measures are in place and successfully deployed. All staff are screened for their suitability to work with children with the appropriate Criminal Records Bureau and background checks, and all have undertaken updated child protection training. Pupils said they felt safe in school and in the boarding house. Registers are taken daily and together with the admissions register are completed correctly. A thorough fire risk assessment has been made and all necessary measures have been taken to minimise the danger. Checks on smoke detectors and alarms are performed weekly, practices are undertaken termly, and all records are logged. Pupil safety is given a high priority both in school and when pupils are off-site, with appropriate risk assessments being made. The majority of staff have first aid training and current qualifications. The accident notification system and its record-keeping are thorough. Record keeping for the administration of medicines has been updated since the last Ofsted boarding inspection and there is comfortable accommodation for those who are unwell. Frequent health and safety meetings are held, with minutes and actions taken forwarded to governors. Pupils are extremely well looked after.
- 3.7 Careful attention is given to healthy living. Catering arrangements are excellent and pupils were very enthusiastic about the outstanding standard of food provided. Meals are pleasant social occasions with quiet conversation and generally good manners. Pupils benefit from the exercise provided by the full programme of physical activities, and healthy eating is incorporated into lesson planning. An interesting and informative French comprehension on healthy food, provided lots of discussion as well as new French vocabulary. Due attention is paid to teaching pupils about the danger of drug misuse, alcohol and smoking.
- 3.8 The school meets the regulatory requirements for the welfare, health and safety of pupils [Standard 3].

The Quality of Links with Parents and the Community

- 3.9 Links between the school, parents and the community are outstanding and have improved since the last inspection. In their questionnaire most parents were extremely satisfied with the education, curriculum, support and particularly the quality of teaching provided for their children. Although a small number of parents said that concerns and complaints are not always acted upon, no evidence was found to support this minority view. All concerns brought to the school's notice are well recorded.
- 3.10 Parents in the pre-prep bring their children into class one morning a week to see their children's work and have informal discussions with staff. An early morning club when messages can be left for teachers, a daily diary, and a weekly newsletter all help parents and staff keep in touch. Reporting arrangements are excellent. Three parents' evenings and an annual written report enable parents to have full information on the progress of their children. Both prep and pre-prep parents benefit from a parents' forum, parents' association and a parents' notice board which enable parents to have much better access to staff and information than at the time of the previous inspection. Prep parents receive two written reports a year and can attend two parents' evenings, as well as receiving computerised report cards two or three times a term giving pupils' effort and attainment grades. The standard of written reports varies, with the best commenting in detail on a pupil's achievement as well as giving guidance on how to improve. Some parents felt that they needed quicker responses to any academic or pastoral problems arising, and the school aims to use email even more to ensure this, although the inspection found that parents already receive extremely full information. Newsletters keep parents fully informed about activities, as well as celebrating team and individual successes. Whilst letters are sent to parents about prep school events,

pupils are given responsibility for passing on day-to-day information. The office is sometimes unaware of the detailed situation, which occasionally causes communication problems. The school is aware of this and is revising procedures so that the office is kept informed of all information given to pupils.

- 3.11 Parents have many opportunities to be involved in the work and progress of their children and many attend sports fixtures, house matches, plays, concerts, Saturday chapel and pre-prep special assemblies, as well as parents' association social activities. Parents can speak to teachers informally before or after school and some staff, including learning support teachers, matrons and the head of pre-prep, use email as a means of communication with parents. All parents receive a parents' handbook and the termly publication 'The Twyfordian'. When put alongside the school website this provides a good breadth of information which can be easily accessed.
- 3.12 Links with the community are much improved since the last inspection. The school offers bursaries to parents in the area who would not otherwise be able to afford independent education for their children. It has strong links with the local parish church using it regularly for festival services. Recently the parish and school joined together in the school chapel to celebrate Education Sunday. In return the school hosts an event such as the summer parish fete. Other school facilities such as the grounds, music school and swimming pool are well used by local schools and groups, and the school has benefited from a reciprocal arrangement with Twyford Cricket Club. Links have also been made with Twyford Primary school, such as exchange of newly qualified teachers. Numerous sporting links have been established with other schools and Twyford hosts sports tournaments. The school choir sings at the local retirement home. Charitable contribution extends to sponsoring a boy in India and regular events like 'Jeans for Genes', Royal National Lifeboats Institution 'SOS Day', and a Macmillan Cancer Care coffee morning. These, together with trips and residential courses, have a highly beneficial impact on pupils' knowledge and understanding of the world as well as their local area.
- 3.13 The school meets the regulatory requirements for the provision of information and the manner in which complaints are to be handled [Standards 6 and 7].

The Quality of Boarding Education

- 3.14 The quality of boarding at Twyford is now outstanding, much improved on the already highly positive standards reported by Ofsted earlier this year. The boarding experience fully supports the school's aims to broaden pupils' education by encouraging them to experience boarding as part of their growing independence and is an important and integral part of the school. All boarders are weekly, flexi- or occasional and pupils are encouraged to board in their final year. Boys and girls enjoy the experience and several said it was like being part of an extended family. Boarders present themselves as confident, courteous and articulate, and their parents are supportive of the boarding provision.
- 3.15 Relationships amongst boarders, and between the boarders and staff, characterize the caring ethos of the school and are relaxed and respectful. New pupils are quickly made welcome and integrated into boarding school life. High quality medical and pastoral guidance is provided by staff, particularly the matrons. All teaching staff take turns for evening duties, and Gap Year students play a full and active role under the direction of the houseparents. "It's great to be able to get to know your teachers better" was one comment from a Year 8 girl. Appropriate recruitment and induction procedures are in place for new boarding staff. Standards of behaviour are high and all boarders are expected to treat one another with respect and kindness. Rules and guidelines concerning general good conduct are published on the house notice board and plans for a boarding council are currently under discussion.

Good communications are maintained with boarders' parents; weekly boarders are permitted to use their own mobile phones.

- 3.16 Boarding pupils enjoy a good range of evening activities such as swimming, football, art, DT and ICT which enrich their educational experience, although staff recognise the need to allow boarders unstructured time when they can relax. Music and sporting facilities are also available for evening use. Boarders regularly watch the television news and listen to the morning radio news, which broadens their social awareness and general knowledge. Pupils do prep in a calm environment, supervised by the duty staff.
- 3.17 Accommodation in the boarding house is now excellent, with well-furnished dormitories for different sized groups of children. Recent major improvements include refurbished and redecorated washrooms, and a more suitable medical wing. Boarders are allowed to decorate the dormitory walls and to personalise their own spaces, though as yet few boys have taken advantage of this opportunity. Boarders expressed complete approval of their accommodation and the activities available and were also appreciative of the excellent food provided.

4. THE EFFECTIVENESS OF GOVERNANCE AND MANAGEMENT

The Quality of Governance

- 4.1 The school is extremely well governed by a group of experienced professionals with a range of different competencies, who are very committed to the well being and future of the school and ensure that its aims are met. Governors make an informed contribution to the school development plan. A good induction policy for new governors ensures that they are aware of their responsibilities. The quality of governance has continued to improve since the last inspection.
- 4.2 Governors are well informed about the progress and educational development of the school not only by the headmaster and the head of pre-prep, but also by staff who report on the progress of their department. Minutes of meetings indicate that a wide range of topics are thoroughly discussed and well reasoned decisions are reached. Governors are well aware of health and safety and child protection legislation and regularly review policies. Good use is made of legal and financial expertise to ensure that the necessary finances are available for pupils to receive the best possible education.
- 4.3 Staff appreciate the time taken to inform them of decisions reached in governors' meetings, and welcome the increasing number of social meetings they have with the governing body who provide staff with support and appropriate levels of challenge.

The Quality of Leadership and Management

- 4.4 The school, including the Early Years Foundation setting, is very effectively led. Leadership and management teams are stronger than they were at the last inspection and provide experience and clear direction. The leadership team comprises the headmaster and the head of pre-prep, together with the deputy head, director of studies, head of middle school (Years 3, 4 and 5) and bursar. All work hard to ensure that the school achieves its aims, particularly that of high academic standards. Pupils and parents appreciate that the headmaster knows each child and is approachable and fair.
- 4.5 The school has worked hard to implement recommendations of the last inspection. A new PSHE & C syllabus is in use, as well as a school development plan and a professional staff development scheme. The school development plan contains a good outline of the actions necessary for the coming years but is not yet sufficiently detailed to guide those with academic management responsibility. Improved liaison between the prep and pre-prep ensures that all pupils experience a continuous education from the age of three to thirteen.
- 4.6 Staff meetings are minuted and enable issues to be discussed and actions taken. Staff are enthusiastic and committed and work extremely hard to ensure that pupils receive the best possible education and care. Almost all staff contribute to the varied games programme. In the pre-prep regular monitoring and evaluation takes place together with peer lesson observation, but in the prep this is not consistent enough to ensure that marking and planning are in line with policies, and that best practice is shared.
- 4.7 Matrons and boarding staff make a large contribution to the welfare of all pupils, not only boarders. Nursery nurses and other classroom assistants are well deployed and valued. All staff support the headmaster in the delivery of the schools' aims and objectives.

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- 4.8 Appropriate care is taken in the appointment of all staff and all necessary checks are scrupulously made. Newly qualified teachers receive the necessary induction according to the national scheme, and are full of praise for this and their mentors. New staff also have an effective induction. Professional development and appraisal are proving to be of value in helping staff to achieve their targets to become even more effective teachers.
- 4.9 Financial measures are well managed and competently overseen by the bursar, and the mixture of old and new buildings are attractive and well maintained. The school is well administered with bursarial and office staff contributing to the well-being of the whole school and the care of the children. The school is extremely well supported by the catering, cleaning and grounds staff, who have often worked at the school for many years and are part of the Twyford community. They share in the physical and pastoral care of the pupils and help make Twyford the truly family school it is.
- 4.10 The school meets the regulatory requirements for the suitability of proprietors and staff and for premises and accommodation [Standards 4 and 5].
- 4.11 The school participates in the national scheme for the induction of newly qualified teachers and meets its requirements.

5. CONCLUSIONS AND NEXT STEPS

Overall Conclusions

- 5.1 Twyford School is successful in achieving its aims to educate its pupils in a caring environment with an emphasis on Christian values, and to prepare them well for the next stage of their education and for future life, outstandingly so in many areas. In the prep these include much of the teaching, pupils' high academic achievements, personal development and their attitudes to learning, their behaviour, and their ability to settle to work quickly and to concentrate. Pastoral care is excellent and this enables happy relationships between staff and pupils and pupils themselves. Boarding gives pupils an outstanding experience of communal life. Links with parents and the community are extremely good. The same high standards apply also to the pre-prep where in addition to its curriculum provision, its wide range of extra-curricular activities result in an excellent overall educational experience. The recent EYFS inspection added emphasis to this. The committed leadership of the headmaster and the head of pre-prep, with the support of the leadership team and the dedicated and hardworking staff help make Twyford the place it is. Pupils enjoy their life at school and genuinely appreciate the care they receive. This results in happy, confident pupils who are well prepared for the next stage of their education.
- 5.2 The school is planning further activities to challenge the gifted and talented. Progress has been made in monitoring and managing the curriculum and management is aware that there is more to be done and, importantly, how it will be achieved. Opportunities for older pupils to develop their investigative and thinking skills are limited as are extra-curricular activities, particularly for day pupils in the prep. Since the last inspection in 2002, the school has made much progress. The school development plan shows the way forward, but lacks some detail particularly with respect to academic management. Staff personal development is now excellent and PSHCE & C throughout the school now makes an effective contribution to pupils' personal development. In the pre-prep good links have been established with the prep and the curriculum revised. The Ofsted boarding inspection was highly positive. The EYFS inspection showed outstanding progress.
- 5.3 The school meets all the regulatory requirements.

Next Steps

- 5.4 In order to move the school even further forward it should:
1. ensure that all pupils are sufficiently challenged by planning work which allows them to apply skills and knowledge in independent and investigative work;
 2. provide opportunities for pupils to explore beyond the boundaries of the current curriculum through extension of the extra-curricular activities programme;
 3. develop strategies to allow time for peer lesson observation in order to develop best practice in teaching as widely as possible.
- 5.5 No action is required in respect of regulatory requirements.
- 5.6 What the Early Years Foundation Stage setting needs to improve and in compliance with the requirements for the EYFS are detailed in Section 7 of this report.

6. SUMMARY OF INSPECTION EVIDENCE

- 6.1 The inspection was carried out from 29th September to 2nd October 2008. The inspectors examined samples of pupils' work, observed lessons and conducted formal interviews with pupils. They held discussions with teaching and non-teaching staff and with 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 sanatorium. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined a range of documentation made available by the school.
- 6.2 The Early Years Foundation Stage was inspected on 29th to 30th September 2008 by one inspector. The inspector observed sessions, talked to the children, examined samples of work, and held discussions with staff and governors. Comments from parents and carers were considered, and the inspector examined a range of documentation made available by the school.

List of Inspectors

Mrs Margaret Smallwood	Reporting Inspector
Mrs Sue Butcher	Head of department, IAPS school
Mr David Horn	Former head, IAPS school
Mrs Rosamund Walwyn	Head of pre-prep, IAPS school
Mr Derek Youngson	Deputy head, IAPS school
Mrs Glenys Henry	Early Years Lead Inspector

7. THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE (EYFS)

- 7.1 Twyford EYFS occupies two buildings set in the grounds of Twyford Preparatory School, situated a short distance from Winchester. The department comprises the newer nursery building, housing fifteen boys and girls whilst the two parallel Reception classes, totalling 31 boys and girls, occupy an Edwardian house. Each has its own entrance and outdoor area. Children who are identified as requiring additional support, extension work or English as an additional language are monitored and provided with appropriate help. The setting serves a wide location. To accommodate this, the Reception class is open from 8.10 am until school begins formally at 9.00 am. After school care is available until 5.15 pm. Parents may choose to use the facilities of clubs, such as ballet or music from a range of activities.
- 7.2 The EYFS (Nursery and Reception) is a flourishing setting of high quality. The uniqueness of every child is fully recognised and incorporated in planning and delivering the broad and balanced curriculum. Activities are well developed in both the indoor and outdoor environment, particularly in the Nursery. No group or individual is disadvantaged and should a child be identified as requiring additional support or extension, parents are consulted and, where appropriate, action is planned and delivered with close monitoring.
- 7.3 All children make good progress in their learning and development. Children's welfare is paramount and promoted throughout the child's time in the EYFS. Partnership with parents and carers supports the child's education and care and is strengthened through regular communication and dialogue. All staff are involved in regular planning and evaluation sessions having full regard to the needs of individual children. Children achieve very well during their time here at the school in relation to their starting points and capabilities and parents are generally very happy with the progress made. Children learn to think critically, act independently and are active learners. They soon settle into routines and respond well to expectations, gaining confidence and progressing well. Very good progress is made in all six areas of learning.
- 7.4 Children are encouraged to be independent and to care for each other and their environment. They are respectful and courteous taking turns and listening to each other in a safe and secure setting. The children all make a positive contribution to the EYFS department and indeed, the whole school setting whilst developing skills for the future such as serving on the school council. In the EYFS all staff play a vital role in establishing and developing strong relationships between children and adults and between parents and the school. The stimulating learning environment helps each child to progress confidently toward the Early Learning Goals.
- 7.5 Very good short, medium and long term plans enable all children to progress at a rate appropriate to their abilities. Ongoing careful observation and various appropriate systems of assessment are in place to assist in planning and to monitor development and progress. Some specialist teaching is introduced, such as French, swimming, music and physical education, extending children's learning and broadening their experience. All staff liaise regularly resulting in a strong curricula framework that underpins all areas of learning, both indoors and out.
- 7.6 Parents commented positively in response to a questionnaire about the high quality of education and care given to their child, although for some children it was their first half term in school. All staff are responsible for safeguarding and promoting the health and safety of all children, both indoors and out. They raise the level of awareness in every child to be safe and to develop good habits and appropriate behaviour. Good provision is made for children

who are ill or those who have a specific dietary requirement. The environment is safe, secure and very attractive, thus promoting a high standard of welfare for all children.

- 7.7 The development and maintenance of records, policies and procedures is carried out in a systematic and very well ordered manner, thus ensuring that the needs of all children are fully met. Resources are very well managed and maintained, of good quality and appropriate and versatile underpinning a high standard of welfare for all children. Provision and outcomes are carefully monitored with manageable assessment procedures, resulting in a clear view of each child's progress and development. Inclusive practice is promoted so that all children have their welfare needs met. They achieve as well as they can regardless of background or ability. Very effective links with parents and carers promote the integration of care and education, within a very strong team ethos.

What the Setting Should Do to Improve

- 7.8 To improve still further the high quality of its provision the setting should:
1. ensure that all staff continue to promote and extend all aspects of learning both indoors and out of doors;
 2. develop resources and areas to enable all classes in the setting to move freely between the indoor and outdoor activities.
- 7.9 No action is required in respect of regulatory requirements.