

School inspection report

21 to 23 January 2025

Twyford School

High Street

Twyford

Winchester

SO21 1NW

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

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Summary of inspection findings

1. Governors ensure that leaders have the skills and knowledge they need. Leaders fulfil their responsibilities effectively so that the Standards are met consistently.
2. Leaders evaluate the school's strengths and areas for development accurately, with both support and challenge from governors and external agencies. Leaders implement thorough and well-informed improvement plans that are firmly linked to the school's aims and ethos.
3. Pupils benefit from a broad, inclusive and age-appropriate curriculum. Teachers are knowledgeable about the subjects they teach. They communicate effectively so that pupils understand how to improve their work. Lesson planning and resourcing demonstrate due consideration for the aptitudes, needs and prior attainment of pupils, including those who have special educational needs and/or disabilities (SEND). As a result, pupils make good progress.
4. Leaders are ambitious for pupils' learning and achievement. By the end of Year 8, the majority of pupils attain above-average results in standardised tests in mathematics and English compared to others taking the same tests nationally. The majority of leavers gain entry to their first-choice senior school, with some pupils achieving scholarships in academics, sport and the creative arts.
5. Leaders fulfil their responsibilities under the Equality Act 2010. They make reasonable adjustments which are regularly reviewed within a suitable accessibility plan. Policies and procedures are aligned with the latest statutory guidance and regular staff training ensures they are implemented effectively. Important information is readily accessible on the school's website.
6. Leaders have implemented a suitable programme for pupils' personal, social, health and economic (PSHE) education and relationships and sex education (RSE). The programme considers the age and needs of pupils. However, learning in RSE is not checked in the way that it is in other subjects. Adjustments are not made to meet pupils' individual needs. Consequently, some pupils do not retain their learning over longer periods of time.
7. Leaders actively promote pupils' physical and mental health and emotional wellbeing. They implement effective behaviour and bullying policies and, as a result, polite, considerate and respectful relationships are commonplace. Bullying is not tolerated.
8. The school has a robust approach to managing risks. Leaders identify risks within school and in the local area and implement appropriate measures to mitigate them. Health and safety arrangements, including first aid provision and fire safety, are comprehensive and comply with current regulations.
9. Pupils develop a broad social and economic education. They understand the valuable contribution they can make to their local community and wider society. They learn about the ways that people can be different from each other. However, pupils are given too few opportunities to experience this first-hand. As a result, some pupils' personal understanding of diversity is limited.
10. Children in the early years are supported to meet age-related expectations. They learn to understand and regulate their emotions, become confident communicators and develop numerical fluency. They are prepared well for the next stage in their education.

11. Leaders of boarding have established a setting which is safe, welcoming and comfortable. Boarders develop independence and confidence through engaging in a wide range of activities and socialising in their free time.
12. Leaders have developed an effective safeguarding culture. Staff, including those with specific safeguarding responsibility, are appropriately trained and knowledgeable. Leaders take advice from local safeguarding partners, and make prompt referrals to them, as necessary. Pupils feel safe and are confident that they can approach a trusted adult for guidance and support, when required.

The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are met.
- Standards relating to the quality of education, training and recreation are met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are met.

Recommended next steps

Leaders should:

- develop systems for checking pupils' knowledge and understanding of the RSE curriculum, and making appropriate adjustments in response to meet pupils' needs, in order that pupils remember what they have been taught in the longer term
- develop and extend opportunities for pupils to have a broad range of first-hand experiences that enhance their understanding of the diverse nature of British society.

Section 1: Leadership and management, and governance

13. Governors and leaders work as a cohesive team to plan and deliver a strategy which actively promotes pupils' wellbeing. An efficient board and committee structure supports governors' monitoring of the implementation of the school's policies and procedures. Governors visit the school regularly and offer both support and challenge to leaders. They analyse termly leadership reports and collaborate with leaders over school improvement targets. Governors assure themselves that leaders have the necessary knowledge and skills to fulfil their responsibilities, so that the Standards are met consistently.
14. Leaders ensure that the school's aims and ethos are promoted and work well in practice. The school's aims are linked throughout the current development plan. They are evident throughout school life, in particular, the promotion of a love of learning and the respect for every pupil as an individual. In addition, the recently introduced 'learning qualities', such as tenacity and collaboration, are embedded within curriculum planning and lesson culture.
15. Leaders have an accurate understanding of the school's strengths and areas for development. They check all aspects of the school and analyse data closely, including assessment information and pupil surveys. They use this knowledge to create a well-informed improvement plan that actively promotes pupils' wellbeing. The plan is implemented in full and monitored by governors.
16. Leaders fulfil their responsibilities under the Equality Act 2010. A clear and detailed accessibility plan and individual education plans (IEPs) for pupils ensure that reasonable adjustments are made, as necessary. Leaders review the curriculum and monitor lessons and activities to ensure that teaching is inclusive. Leaders provide guidance to staff about the importance of remaining impartial following significant political or social events.
17. Policies and procedures are aligned with the latest statutory guidance. Leaders review how effectively and consistently policies are implemented. Staff are made aware of updates to school procedures and adhere to them consistently.
18. The school provides parents with a wide range of useful information. Leaders regularly upload the latest versions of documents onto the school's website so that parents are kept up to date. Parents are informed about their children's progress and attainment through a programme of regular and detailed academic reporting.
19. The school operates an effective complaints procedure. Parental concerns are taken seriously and dealt with in an open and timely manner in line with school policy. Governors and leaders regularly review the complaints log and, if appropriate, any lessons are learned, recorded and acted upon.
20. Governors and leaders identify and manage the risk of harm to pupils' wellbeing. There is a robust risk management culture that influences decisions at all levels, especially in relation to safeguarding and overseas trips. Risk assessments are thorough and appropriate. The governing body regularly reviews the school's 'risk register' so that they remain mindful of the most current and contextual risks to the school community.
21. Leaders establish effective links with external agencies such as local safeguarding partners and medical professionals. As a result, pupils with additional needs are offered timely and expert support

whenever necessary. Boarders are made aware of how to contact relevant external agencies and their dedicated independent listener, should they wish to seek external support.

22. Early years leaders have suitable knowledge and skills and fulfil their responsibilities effectively. They have a detailed understanding of the requirements of the early years framework. The additional safeguarding and welfare requirements for early years children are all in place. Leaders work closely with parents to support children's wellbeing, learning and progress.
23. Leaders oversee boarding provision effectively so that systems and procedures are thorough and appropriate. Induction of both new boarders and new boarding staff is supported by careful documentation and record keeping. Boarding staff receive clear guidance and training so that the boarding experience is positive and responsive to pupils' needs.

The extent to which the school meets Standards relating to leadership and management, and governance

- 24. All the relevant Standards are met.**

Section 2: Quality of education, training and recreation

25. Leaders plan the curriculum so that all pupils undertake a wide and varied timetable of lessons and activities appropriate to their ages and aptitudes. Specialist teaching and suitable resourcing in areas such as science, creative arts and computing foster interest and self-motivation in pupils. A broad programme of educational visits and guest speakers extend and deepen learning across the curriculum.
26. Teaching staff adapt classroom strategies effectively, making good use of resources and lesson time to meet pupils' different needs. Teachers consider pupils' prior knowledge and attainment, when planning lessons, so that they build on previous learning productively. Teachers are quick to provide additional support when pupils do not make expected progress. Equally, where pupils are ready for more challenge, teachers provide increasingly complex tasks that deepen pupils' knowledge and understanding.
27. In the early years, children develop confidence and independence in their learning as a result of an appropriate curriculum and well-trained staff. Resources and activities are thoughtfully matched to children's needs and interests. Staff support children well in developing their language skills through role play, a well-planned early phonics and reading programme, and the introduction of subject-specific vocabulary. Pupils become articulate and confident communicators as they share their ideas, support and encourage each other, and listen well to what others say. The vast majority of children either meet or exceed the early learning goals across all areas of the framework.
28. Pupils make good progress with their literacy skills, including speaking and listening. As they move through the school, pupils learn to read fluently and with increasing comprehension. They are taught to communicate with confidence and present their views in a reasoned and logical way. Equally, the curriculum and teaching support pupils to develop proficiency in mathematics. Pupils develop fluency in calculations through regular practice. Teaching enables pupils to apply their knowledge to solve problems and reason mathematically.
29. Subject leaders are highly knowledgeable, generating enthusiasm for learning in their subjects through a creative, challenging and practical approach. For example, when designing pottery self-portraits in art, pupils demonstrate both a high level of skill and creative expression. Equally, in-depth projects, such as about 'the most effective way to manage a coastline' in Year 7 geography, enable pupils to develop a deep knowledge and understanding across the curriculum, partnered with a broad, technical vocabulary.
30. Leaders have developed an effective framework for assessment which provides detailed information about all pupils. The information informs an intervention programme which offers additional, targeted support to pupils, as necessary. Pupils make good progress from their starting points. Leavers are consistently offered places at selective senior schools and a range of scholarships are awarded each academic year.
31. Pupils who have SEND are well known to teaching staff. Accurate and detailed assessments are used to identify specific targets and ways of supporting learning. These are used effectively within the classroom in groups and in one-to-one sessions. As a result, pupils make good progress across the curriculum.

32. Pupils who speak English as an additional language (EAL) are identified as soon as they join the school. Pupils' needs are assessed straightaway and bespoke support is put in place to meet them. For example, programmes targeting rapid progress in phonics, spelling and technical vocabulary are used, where appropriate. Staff receive useful guidance which helps them to tailor their teaching to meet the needs of pupils who speak EAL. As a result, they make good progress in line with their peers.
33. Extra-curricular provision is broad and caters for a wide range of interests from ceramics to engineering. Study sessions before, during and after school allow pupils to extend their learning and seek support from their teachers whenever necessary.
34. Boarders feel well supported in their academic work. Each evening, boarders can choose from a broad range of activities or free time in a comfortable and well-resourced common room.

The extent to which the school meets Standards relating to the quality of education, training and recreation

- 35. All the relevant Standards are met.**

Section 3: Pupils' physical and mental health and emotional wellbeing

36. Pupils participate in an extensive range of physical activities through their physical education (PE) lessons, through competitive sports and through a range of extracurricular activities from badminton to explorers' club. As a result of PE provision and teaching, pupils' physical health is promoted. This supports their emotional wellbeing as well as enabling them to develop the skills needed to achieve well in a wide range of sports.
37. Pupils' mental health and emotional wellbeing is promoted well. For example, a pastoral intervention programme, known as 'small groups', supports pupils in specific areas such as managing anxiety. Some staff are formally trained in art therapy and emotional literacy, and respond to referrals from both staff and parents. The 'nook' provides an alternative space for those who prefer a quieter breaktime.
38. Pupils are encouraged to engage in spiritual and reflective experiences as part of everyday school life. From the youngest children spending time in the natural environment around them, to the oldest pupils tackling ethical and philosophical debates, pupils are asked to consider the world beyond themselves and their surroundings. Pupils also learn to think spiritually through chapel services and assemblies, where they can take time to self-reflect, and by studying influential works of art and music.
39. Leaders ensure that the behaviour policy is implemented fairly and consistently. Pupils behave well around school and in lessons. They are well supervised by appropriate adults. Pupils and staff share warm, respectful relationships and, as a result, pupils move around their school in a calm and considerate manner. Leaders monitor any patterns in behaviour and act to address any emerging issues. Bullying is not tolerated. Behaviour and bullying incidents are dealt with robustly and appropriately and recorded in detail. Ongoing support is routinely provided to all parties involved.
40. Staff in the early years help children to feel at ease and to enjoy their activities. Children learn to regulate their feelings and develop empathy for others by learning about different emotions. The early years curriculum promotes children's physical and emotional wellbeing, not least through daily use of the outdoor environment and facilities during activities such as swimming, dancing and learning in the outdoor classroom. Children consistently reach goals in relation to self-care and physical development.
41. Relationships and sex education (RSE) is planned appropriately enabling pupils to develop an understanding of healthy, positive relationships. This includes the understanding of personal boundaries and what is meant by consent. Parents are consulted and kept informed regarding any curriculum updates. The curriculum is delivered well across the age groups. However, there is currently no system in place to check pupils' knowledge and understanding of what they have been taught. This means that the curriculum and teaching approaches are not routinely adjusted to meet pupils' individual needs as they are in other subjects. As a result, some pupils do not remember what they have been taught in the longer term.
42. The school site, including boarding provision, is maintained to a high standard. Robust health and safety policies and procedures are in place, which are regularly reviewed and implemented effectively. There are regular fire evacuation drills. Frequent checks are made and maintenance is

carried out regularly across the premises, including fire safety equipment, lighting, asbestos, the electrical system and school vehicles. Health and safety training for staff, including in fire safety, is thorough, up to date and suitably recorded.

43. First aid is provided by suitably trained staff. Pupils with specific medical needs are well known to staff and receive suitable care. Any medicine is appropriately administered and stored securely. Appropriate records are kept, including those relating to accidents and injuries and the administration of medicines.
44. Admission and attendance registers are suitably maintained and regularly reviewed to monitor patterns of absence. Staff are vigilant and follow up on unexplained absences promptly. Staff report pupils who join or leave the school at non-standard transition times to the local authority, as required.
45. Boarders' accommodation is spacious, comfortable, safe, suitable and risk assessed. Boarding pupils of all ages value the outdoor environment and indoor recreation spaces made available to them during a rich and flexible programme of activities. Boarders are supported by an appropriate independent person and are also comfortable sharing concerns with boarding staff. The boarders' input and feedback is regularly sought. Behavioural expectations are clear and supervision is robust. Communication with parents is timely and clear.

The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing

- 46. All the relevant Standards are met.**

Section 4: Pupils' social and economic education and contribution to society

47. The curriculum supports pupils to develop respect for other faiths and cultures and to take an interest in the wider world. For example, through the PSHE curriculum, pupils learn about religious festivals, such as Holi and Diwali, and cultural anniversaries, such as Chinese New Year. Pupils are taught about the differences between people such as race, disability and sexual orientation. However, this is not fully developed. Pupils have too few opportunities to meet or learn from people with backgrounds and characteristics that are different to their own. As a result, some pupils have limited first-hand knowledge of the diverse nature of British society.
48. Leaders promote respect for British society and its institutions. British values, such as democracy and individual liberty, are taught explicitly within the PSHE programme and implicitly through the wider curriculum, particularly in English and history. Pupils understand right from wrong because they are taught about fairness and justice as part of the PSHE programme as well as via the rules and expectations set out by school leaders. From a young age, pupils learn to value democracy when either standing or voting for pupil leadership positions.
49. Pupils are encouraged to take responsibility for their future roles in society. From an early age, pupils are given a wide range of opportunities to lead and support their school community, be it as 'senior leaders' in Year 8 or 'house captains' in Year 2. Year 8 'senior leaders' help with breaktime duties, school events and leading assemblies while 'pre-prep pupil leaders' spend time mentoring the youngest pupils. As a result of these opportunities, pupils steadily grow their sense of service and responsibility to others.
50. Pupils increasingly develop a commitment to charity and service. Pupils propose charitable causes and initiatives that they then support. Recent schemes have included raising money for the local air ambulance service and taking part in a sponsored triathlon to support an international children's charity.
51. The curriculum helps pupils to acquire a wide skill set which equips them to manage many situations beyond the school. These range from presentation skills to developing understanding of people whose circumstances differ from their own. Pupils team up with peers from a local primary school and take part in workshops and sports fixtures together. Children in the early years have a stimulating range of activities to develop their social skills. They quickly become adept at turn taking, sharing and working collaboratively.
52. Pupils have an age-appropriate understanding of financial management. Pupil councils are given responsibility and plan and budget for charitable initiatives. In the pre-prep, an understanding of the value and application of money is embedded within the curriculum. In the prep, pupils have discussions around wage comparisons and the cost of living, which grows into an understanding of financial management issues such as household bills and income tax. The PSHE curriculum teaches pupils about a range of career pathways. The youngest pupils learn about professions through visits from, for example, fire fighters, doctors and dentists. Older pupils take part in a leavers' programme which includes interview practice and learning about a range of careers.
53. Pupils receive effective support and guidance while preparing for entrance examinations. Leaders' close liaison with senior schools supports a smooth transition process for leavers. Parents and pupils

discuss the options open to them with staff and are well supported in choosing their next school. As a result of these measures, pupils are well prepared for the next stage in their education.

The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society

All the relevant Standards are met.

Safeguarding

54. There is an effective safeguarding culture throughout the school. A formal annual review of the school's safeguarding policy and procedures is supplemented by regular oversight and challenge. Governors have a comprehensive understanding of the school's safeguarding arrangements and any specific risks. Clear and comprehensive risk assessments and procedures are in place to mitigate these risks. The governor responsible for safeguarding meets regularly with the safeguarding team to offer support and challenge and review concerns or referrals to ensure local reporting thresholds are being followed.
55. The school's safeguarding policy reflects the latest statutory guidance and is a central feature of new staff induction. Staff receive regular training, both in person and online, organised by a suitably qualified and experienced safeguarding team. As a result, staff have a robust understanding of the school's safeguarding procedures as well as the staff code of conduct and whistleblowing policy.
56. Safeguarding records are carefully managed, regularly reviewed to analyse any trends and cross-referenced with the school's bullying and behaviour logs. Pupils deemed to be at risk or with an identified need are closely monitored. Staff are confident in reporting concerns about other adults and making self-disclosures whenever necessary.
57. Safeguarding leaders readily engage with local agencies for guidance and support. As a result, they are aware of when and how to make referrals relating to staff conduct, early help assessment, child-on-child abuse, children missing education and extremism. Referrals to children's services, the police or other agencies are made in a timely manner.
58. Pupils are well informed about how to keep themselves safe, including online. Arrangements for the monitoring and filtering of online technology are effective and leaders respond to alerts promptly. Pupils understand how to report concerns and appreciate the multiple channels available to them. For example, in addition to speaking to a trusted adult, pupils can use a 'button' on their digital pupil portal to report a concern or worry to a member of staff of their choice.
59. Governors and leaders ensure there are robust recruitment procedures in place that reflect the latest statutory requirements. Staff involved in interviewing candidates are trained in safer recruitment. Checks made in relation to new appointments are recorded appropriately in the school's single central record. Leaders check that all steps in the recruitment process are followed systematically.
60. Boarding staff are all members of the day school team and so are subject to the same rigorous checks as their colleagues. Suitable checks and risk assessments are in place for visitors and family members over the age of 16 years.

The extent to which the school meets Standards relating to safeguarding

- 61. All the relevant Standards are met.**

School details

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| School | Twyford School |
| Department for Education number | 850/6008 |
| Registered charity number | 307425 |
| Address | Twyford School High Street Twyford Hampshire SO506FS |
| Phone number | 01962 712269 |
| Email address | twyford@twyfordschool.com |
| Website | www.twyfordschool.com |
| Chair | Colin Howman |
| Headteacher | Andrew Harvey |
| Age range | 2 to 13 years |
| Number of pupils | 422 |
| Number of boarding pupils | 72 |
| Date of previous inspection | 1 to 4 March 2022 |

Information about the school

62. Twyford School is an independent co-educational day and boarding school situated in the village of Twyford, Hampshire. It was founded as a boarding preparatory school for male pupils in the early 19th century and became co-educational in 1983. The school comprises an early years department, a pre-prep and a prep. The school is a charitable trust administered by a board of governors.
63. The school cares for 72 flexi-boarders from Years 5 to 8 across the school week. There is one boarding house, run by a houseparent and a duty team. There are no international boarders and no boarders stay at the school over weekends and school holidays.
64. The early years is made up of four classes, two Nursery and two Reception. There are 73 children currently in the early years.
65. The school has identified 85 pupils as having special educational needs and/or disabilities (SEND). No pupils in the school have an education, health and care (EHC) plan.
66. The school has identified 15 pupils as speaking English as an additional language.
67. The school states its aims are to promote an enduring love of learning, where each child is respected as an individual, and to engender a clear appreciation of the traditional ethical and spiritual precepts of its Christian foundation. The school aims to be a place where children feel safe and unconditionally valued, where excellence is identified and each child may extend themselves. The school cherishes its staff as its most valuable resource and encourages pupils to engage with technology as a means of extending systematic enquiry. The school aims to foster a partnership between staff, pupils, parents and governors

Inspection details

Inspection dates

21 to 23 January 2025

68. A team of five inspectors visited the school for two and a half days.

69. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assemblies
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the chair and other governors
- discussions with the headteacher, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- visits to boarding houses accompanied by pupils and staff
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

70. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

How are association independent schools in England inspected?

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
- For more information, please visit **www.isi.net**.

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For more information, please visit isi.net