

Twycross House Pre-Preparatory School

The Hollies, The Green, Atherstone, CV9 3PQ

Inspection dates 24–26 June 2014

Overall effectiveness	Outstanding	1
Achievement of pupils	Outstanding	1
Quality of teaching	Outstanding	1
Behaviour and safety of pupils	Outstanding	1
Leadership and management	Outstanding	1

Summary of key findings

This school is outstanding

- The school is very successful in securing outstanding pupil achievement through challenging academic activities within a broad and balanced curriculum. Pupils enjoy their learning immensely.
- The quality of teaching is outstanding. Teachers plan effectively and consistently so that activities provide the right level of challenge for all abilities. It prepares them exceptionally well for their next stage of education at the senior school.
- The school places a strong emphasis on the core skills of literacy and numeracy, which enable pupils to learn at fast rates in other subjects.
- Pupils' spiritual, moral, social and cultural development is promoted well, because they are personally involved in an extensive range of charitable activities, visits and community events.
- Children make rapid progress in language skills, thinking, number, problem solving and physical development in the Reception Year.
- The school's leaders and managers have high aspirations. They check on the quality of teaching and pupils' learning and progress to secure continuous improvement.
- There is strong partnership work between teachers and other adults. This together with their high expectations secures not only excellent academic achievement but also great gains in pupils' personal development, including their attitudes to learning and their behaviour.
- Arrangements to ensure pupils are kept safe are outstanding. All pupils feel exceptionally safe and well supported.

Compliance with regulatory requirements

- The school meets schedule 1 of The Education (Independent School Standards) (England) Regulations 2010, as amended by The Education (Independent School Standards) (England) (Amendment) Regulations 2012 ('the independent school standards') and associated requirements.

Information about this inspection

- Inspectors observed 16 lessons taught by 12 teachers. One of these was jointly observed with a school leader. School leaders are also teachers in the school.
- Meetings were held with leaders, managers and the proprietors. Informal but recorded discussions were carried out with pupils during walks in and around the school at break and lunchtime.
- A range of school documentation, including teachers' planning, policy documents and safety records, risk assessments and examples of pupils' work were examined. Inspectors also considered 17 responses to the online Parent View questionnaire.

Inspection team

Sa'ad Khaldi, Lead inspector

Additional Inspector

Godfrey Bancroft

Additional Inspector

Full report

Information about this school

- The school is located in Twycross, Leicestershire and is under the same ownership as the adjacent senior school.
- It was first registered as an independent school in 1982. Some parents and carers are former pupils.
- It was last inspected in October 2008.
- It shares some of its extensive sports facilities with the senior school; these include a large sports hall, a swimming pool and a multi-sports hard court
- The school is disapplied from the Early Years Foundation Stage standards other than in safeguarding and welfare. It uses the guidance set out for independent schools for pupils aged between three and five years.
- There are currently 117 pupils between four and eight years of age, including 29 pupils in the two reception classes. Currently there are 53 boys and 64 girls on roll.
- There are no pupils with statements of special education needs or disability. The majority of the pupils are of White British heritage.
- There are two joint headteachers who are also co-proprietors of the school.

What does the school need to do to improve further?

- Extend the use of information technology resources for older pupils, so that they are able to practice and extend their writing skills in English and other subjects.

Inspection judgements

Achievement of pupils

Outstanding

- Achievement is outstanding because all pupils make rapid and sustained progress throughout every year group, and across many subjects. There are no marked differences in achievement between different groups, including boys and girls. Attainment in English and mathematics is high.
- Children enter the Reception Year with skills that are broadly in line with those expected nationally. They learn at an outstanding rate and this provides them with a very secure starting platform for their learning and progress, as well as in their personal development. Almost all children make good progress and one third exceed the national expectations by the end of the year.
- Children use letters and sounds (phonics) to read unfamiliar words and this helps them to read fluently. As a result, younger children and older pupils read widely and often, share with others their enjoyment of reading.
- At Key Stage One, pupils learn exceptionally well in English and in mathematics. They write for a purpose and meaning and use their developing spelling and punctuation skills well, completing sentences in interesting contexts, such as poetry and imaginative stories. Similarly in mathematics, pupils use number lines to add on or to subtract with confidence and accuracy. More able pupils use large number squares to solve problems with a greater level of challenge.
- In English, Year Three pupils demonstrated their well developed analytical skills by writing a creative response to an original letter. In mathematics, the same pupils can do two-step calculations in their heads and are fully confident with the order of the numbers used. The outstanding achievement of almost all Year Three pupils exceeds that of similar pupils nationally, and this rate of progress is reflected in all year groups.
- Children use information and communication and information technology (ICT) regularly in the Reception Year. However, as they continue through the school pupils use this more for presentation purposes rather than for recording their compositions, both in English and other subjects.
- Specific groups of pupils with different abilities and talents are well planned for. Disabled pupils and those with special educational needs make as much progress from their different starting points as other groups, because they have interventions in literacy and mathematics to boost their progress.
- Likewise, the most able pupils make rapid progress because teachers make sure that the work is effectively matched to their abilities in order to make them think hard about their learning. Similarly, those pupils who have a specific talent are well catered for, often through focused sessions tailored to their talents, including music lessons for gifted musicians.
- The curriculum is well suited to pupils' interests and abilities. Pupils achieve exceptionally well in French, music, singing, physical education and swimming. Some older pupils are able to use butterfly stroke with an advanced dolphin kick in the pool.
- Pupils develop and apply a wide range of skills to great effect in reading, writing,

communication and mathematics. They are exceptionally well prepared for the next stage in their education and have extensive general knowledge.

Quality of teaching

Outstanding

- The quality of teaching is outstanding and never less than good. This enables pupils to think deeply. Teachers are adept at re-shaping tasks in lessons in response to pupils' learning and progress. As a result, the pace of learning and progress is rapid.
- The teaching of reading, writing, spelling, communication and mathematics is highly effective because it quickly engages pupils, provides opportunities for them to share ideas review their work and respond to questions about what they know and understand. This means that pupils know what their next learning targets are and how to achieve them.
- Teachers plan very effectively and are supported in this by leaders and managers all of whom teach, and lead by example. This results in relevant schemes of work that provide clear building blocks for learning, as work builds on what pupils already know and can do.
- Teaching assistants are well managed and this partnership supports all pupils because they have the confidence to jointly assess with the teacher, work with different ability groups, as well as provide individual support and attention.
- The small classes ensure that individual responses by pupils often receive individual attention, so that speaking and listening skills are very well developed for all abilities.
- Children learn exceptionally well in class and outside. Activities are well planned because adults make good use of assessments, and they plan well for children's next steps. Children are encouraged to work on their own and to investigate, resulting in highly effective learning and progress in all areas of learning.
- Class teachers have good subject knowledge, and the school uses specialist teachers in areas such as French, music and swimming. Teaching inspires pupils to learn, to reflect and to gain confidence and raise their self-esteem.
- Teachers and teaching assistants mark and assess pupils' work with thoroughness, so that number, spelling, punctuation and grammar skills are acquired securely. Regular feedback means that pupils understand where they are, and how to make additional progress.
- Pupils read at home regularly. Parents and carers support the work of the school well. Communication is strong between home and school through the use of reading records. Pupils' reading levels are assessed and checked by teachers. Books are chosen so that they engage pupils in their reading because they are relevant and interesting. Pupils enjoy choosing books in the school library and they are well supported by the librarian.
- Pupils' learning and personal development is enriched with planned visits, visitors, assemblies and charitable initiatives, both locally and nationally. This secures pupils' commitment and motivation, as well as enabling them to help others in the local community and beyond.
- Recorded work and homework are of high quality and very well presented. Pupils take pride in their work. Homework enables pupils to practice and extend their writing, number and simple research skills.

Behaviour and safety of pupils**Outstanding**

- Pupils' behaviour is outstanding. They have exemplary attitudes to their learning in all subjects, years, classes and with different staff. Pupils always do their best and listen attentively to each other and to adults. Learning proceeds without interruption because the teachers do not have to manage any misbehaviour. Lessons start quickly and pupils settle to their tasks readily.
- Pupils' pride in the school is shown by their excellent conduct, manners and attendance. The behaviour of pupils is equally consistent outside the classroom. They get on with each other and co-operate well in both work and play. School assemblies provide opportunities for staff to model and praise pupils' personal achievements across the ability range.
- The work of the school to keep pupils safe and secure is outstanding. Pupils have an excellent understanding of how to keep themselves safe. They say there is no bullying in school, and school records confirm this. Pupils have every confidence that adults will listen to them and support them when they have any worries. All the welfare requirements of the Early Years Foundation Stage are met.
- Adults are meticulous in making sure that the pupils are taught how to keep themselves safe and to manage potential risks. Much of this is through the curriculum. For example, pupils appreciate food hygiene, and they are taught how to keep themselves safe when using the internet.
- Pupils have opportunities to learn and appreciate other cultures and religions such as celebrating the Hindu festival of Diwali, or visiting a local Sikh temple. They learn about diversity, they value differences and they are well prepared to challenge prejudice and injustice.
- The school prepares pupils well for life in modern British society. For example, a recent visit from a puppet theatre sponsored by the Coton Green church group, used puppets to portray the impact of generosity, kindness and compassion. It also showed pupils through role play what happens when these are absent. Pupils also receive visits from fire and police officers, and these occasional talks help them develop a strong sense of social awareness and shared responsibility.
- Parents are highly positive about both the behaviour and safety of pupils. All responding to the Parent View survey would recommend the school.

Leadership and management**Outstanding**

- The joint headteachers are co-proprietors. They have a clear vision about the school's aims, which includes an all-round education, high quality teaching, outstanding pupil achievement and behaviour.
- Leaders know the school's strengths and areas for improvement because they regularly check on all aspects of the school's work. The school improvement plan identifies the right priorities in order to continually improve.
- Leaders focus specifically on improving teaching and learning. Their monitoring is accurate. They use a wide range of evidence to make their judgements, including observations of

teaching and scrutiny of pupils' work. Consequently they are able to identify strengths and provide precise feedback to staff on areas for improvement.

- Tracking pupil progress is rigorous. Pupils' achievement is checked against the national norms, particularly in English and mathematics. The school places much emphasis on each individual pupil's achievements, but also has an overview of how different groups of pupils are performing. As a result leaders know where to focus extra resources to ensure all pupils make the progress they are capable of.
- Staff attend local moderation meetings about the work and progress for younger children to check the accuracy of their assessments. This results in staff being well informed about every child's achievement.
- The school's curriculum is broad and balanced. It contributes very well to pupils' achievement, safe behaviour, their physical well-being, and their spiritual, moral, social and cultural development.
- The special education needs co-ordinator provides effective support for disabled pupils and those with special educational needs, including medical needs. These pupils make great gains in their learning and progress through catch-up sessions, and they are also very well supported emotionally.
- The school has many successful ways of communicating with parents. There are welcome packs for new pupils which are very informative. For those children starting school, parents are given helpful guidance on school rules and routines. Parents and carers are provided with an annual written report of the progress and attainment of each pupil in each subject taught.
- The school fulfils its safeguarding duties with full compliance and as a consequence pupils are kept safe and secure.

What inspection judgements mean

School	
Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Non-association independent school inspection handbook* which is published on the Ofsted website:
www.ofsted.gov.uk/resources/140053.

School details

Unique reference number	120336
Inspection number	443464
DfE registration number	855/6014

This inspection was carried out under section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

Type of school	Pre-Preparatory School
School status	Independent school
Age range of pupils	4–8
Gender of pupils	Mixed
Number of pupils on the school roll	117
Number of part time pupils	0
Proprietor	Steven and Roxanne Assinder
Headteacher	Steven and Roxanne Assinder
Date of previous school inspection	2 October 2008
Annual fees (day pupils)	£7560
Telephone number	01827 880725
Fax number	01827 880725
Email address	thehollies@twycrosshouseschool.org.uk

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