

Inspection of Twycross House School

1 Main Road, Twycross, Atherstone, Warwickshire CV9 3PL

Inspection dates: 12 to 14 March 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Sixth-form provision

Outstanding

Overall effectiveness at previous inspection

Outstanding

Does the school meet the independent school standards?

Yes

What is it like to attend this school?

Parents and carers say that 'Twycross House School is a wonderfully unique, caring and nurturing environment.' This is an exceptional school, where all pupils feel safe and flourish. Pupils benefit from a remarkable experience that gives them the knowledge and confidence they need to achieve with great success.

The school has exceptionally high expectations of pupils' behaviour and achievement. Pupils live up to these expectations. Their attitudes to learning are excellent. Standards are high because staff encourage pupils to be the best they can be. One pupil, typical of so many, said, 'It is a privilege to come here, this is the dream school.'

Additional activities, such as swimming, singing and trips abroad add even more to pupils' experiences. The inspirational curriculum is brought to life through exciting trips to the zoo, the theatre and weekend camping. Pupils cherish the extensive range of opportunities and the chance to discover new hobbies. Clubs such as chess, ultimate frisbee and gardening are special highlights.

Pupils blossom at this school. The 'family' ethos ensures no pupil is left out. The inclusive nature of the school extends beyond pupils and their families. The recent production of 'Annie' even included the school dog, Fudge.

What does the school do well and what does it need to do better?

The school has designed an exceedingly ambitious curriculum that prepares pupils very well for their progression throughout the school and their destinations beyond school. Pupils achieve consistently highly across the curriculum. The sequence of learning is logical and allows pupils to build successfully on their prior learning. The curriculum also stretches pupils academically, for instance with ambitious curriculums for subjects such as Latin and geology.

The curriculum is taught by specialists. Staff are dedicated and act as advocates for their subject areas. Their enthusiasm rubs off on pupils, who share their views on their favourite subjects with pride. Pupils appreciate the way that the school supports them and encourages them in their learning. They are unanimous in their praise for staff, saying, 'They really care about us and want the very best for us all.' The school goes the extra mile for pupils at this school.

Pupils' full commitment to their education is reflected in their high levels of attendance and punctuality. Classrooms are abuzz with interesting and highly engaging discussions around the different subjects that pupils study. Activities are expertly designed around pupils' individual needs. Pupils with special educational needs and/or disabilities (SEND) study the full curriculum and achieve well.

Reading is a top priority in the school. From the outset, pupils are immersed in an environment that helps them to become confident, fluent readers. Pupils read daily.

In addition to the books that pupils read as part of the curriculum, they read books from the well-stocked libraries. These books are diverse and introduce pupils to authors from around the world. All of this helps to promote reading fluency and pupils' love of reading. The school provides exceptional support for pupils who need extra help with their reading.

Support for pupils' well-being is another key strength of the school's provision. Pupils' personal development is first class. Leaders and staff provide a safe and secure place for pupils, including ensuring that they get specialist help if it is needed. The school places a high degree of importance on developing each pupil individually. Tolerance and respect for others' points of view are expected and overt in the school's culture. Developing pupils' understanding of the world and the people who live in it underpins the school's ethos and values. Pupils respect difference and diversity. They say it is 'safe to be different here.' Relationships and sex education is taught in an age-appropriate way.

Breaktimes and lunchtimes are civilised affairs, with pupils chatting and playing games calmly and respectfully. Everyone is treated with respect and as an individual. It is one of the key reasons that pupils achieve so well.

Students in the sixth form benefit from high-quality teaching. This leads to a range of meaningful qualifications to support their next steps on leaving the school. The school's careers programme gains momentum in the senior forms and sixth form. The result is that many students gain places at top universities, while others forge successful careers in sport or the arts. Sixth form students make a difference to younger pupils' learning. They provide support and encouragement, giving up their own time to help them. They take pride in their roles as leaders of clubs, such as gardening.

The proprietors have ensured that all the independent school standards (the standards) are consistently met. The school complies with schedule 10 of the Equality Act 2010. All policies are available, including the safeguarding policy, either on the school's website or on request. The school site is maintained to an excellent standard. The school prioritises staff workload and well-being. It is a harmonious and highly supportive place for staff to work. Staff are proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

School details

Unique reference number	120331
DfE registration number	855/6006
Local authority	Leicestershire
Inspection number	10319202
Type of school	Other Independent School
School category	Independent school
Age range of pupils	8 to 18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	396
Of which, number on roll in the sixth form	81
Number of part-time pupils	0
Proprietor	Steven and Roxanne Assinder
Headteacher	Steven Assinder
Annual fees (day pupils)	£12,180 to £13,890
Telephone number	01827 880651
Website	www.twycrosshouseschool.org.uk
Email address	enquiries@twycrosshouseschool.org.uk
Date of previous inspection	14–16 January 2020

Information about this school

- The school's last standard inspection took place on 14-16 January 2020. Its overall effectiveness was judged to be outstanding.
- The school does not use any alternative providers.
- One of the proprietors is also the headteacher.

Information about this inspection

Inspectors carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The school meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in reading, mathematics, science and geography. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers and staff, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed the languages curriculum and visited languages lessons. Inspectors discussed the personal, social and health education curriculum with leaders.
- The lead inspector met with the proprietors.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered a wide variety of school documents, including the school's self-evaluation, the school development plan and risk assessments.
- Inspectors took note of the response received on Ofsted Parent View and considered the results of the Ofsted staff and pupil surveys. Inspectors met with small groups of pupils to gather their views.
- Inspectors considered relevant documentation and reviewed the school's facilities to check the school's compliance with the independent school standards.

Inspection team

Kirsty Norbury, lead inspector

His Majesty's Inspector

Deirdre Duignan

Ofsted Inspector

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