

Inspection of The Treehouse School

37 Wallingford Road, Cholsey, Oxfordshire OX10 9LG

Inspection dates: 16 to 18 September 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Outstanding
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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Does the school meet the independent school standards?	Yes
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What is it like to attend this school?

Pupils are justifiably pleased to belong to their welcoming school, which nurtures their growth and celebrates their uniqueness. Staff ensure that pupils are safe, feel supported and motivated to achieve their best. Throughout the school day, pupils are surrounded by happiness, kindness, care, as well as high expectations for their academic success. They leave school well prepared for the next stage of their education.

Pupils' behaviour is exemplary. In lessons, they display excellent attitudes to their learning. Lunchtimes are a particularly valued part of the school day. Pupils enjoy a tasty meal alongside their peers and staff. This shared moment fosters positive relationships. It also provides opportunities for meaningful conversations, which contribute very well to pupils' social development and emotional well-being. The respectful atmosphere reflects the school's mission to nurture a caring, compassionate and connected community.

The school promotes pupils' interests and hobbies very well. Pupils take great pride in developing their cooking, woodwork, cycling, computing, whistling and gardening skills. They showcase their singing and artistic talents by performing at events in the village and beyond. Pupils delight in going on residential overnight stays, working with residents in the local care home and venturing out on regular walks in the woods and the park nearby.

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

The school has designed an ambitious and engaging curriculum that meets the needs of its mixed-age class. Across most subjects including English and mathematics, it has identified clearly the key knowledge, skills and vocabulary that pupils should learn from Year 1 to Year 6. For example, in mathematics, pupils learn about the place value before the school widens its focus to problem-solving and reasoning skills. However, in a few subjects, the school has not identified precisely enough the sequence in which pupils should learn the important knowledge. Where this happens, teaching does not set out explicitly the key knowledge and skills pupils need to secure. As a result, sometimes pupils do not learn as well as they could.

Learning to read well and widely is a priority. Well-trained staff teach early reading well. Younger pupils start learning to read from day one, where they learn the sounds that they will later use to read words. The school identifies any pupils who struggle and gives them the support they need. This helps these pupils to catch up quickly. The books that pupils use to practise their reading are closely matched to the sounds that they know. Pupils develop a genuine love of books and read widely for pleasure and purpose.

The school identifies the needs of pupils with special educational needs and/or disabilities (SEND) early and accurately. It adapts teaching materials effectively so

that pupils with SEND can learn the same knowledge as their peers. As a result, pupils with SEND succeed in their learning.

Pupils' behaviour and their attitudes towards learning are commendable. A purposeful and peaceful atmosphere is the hallmark of classrooms. Pupils' commitment to their education is also reflected in their high levels of attendance. Pupils value and understand the importance of being positive role models. Older pupils act as 'mentors' for their younger peers. Pupils typically describe their school as a 'happy family'. They told inspectors that unkindness is incredibly rare. Parents and carers are full of praise for the school. They recognise and prize how staff help their children achieve their personal goals and potential. As one parent said, 'Treehouse is a brilliant, 100% inclusive and fantastic place.'

The school promotes pupils' wider development very well. Pupils learn to stay safe, in school, in the community and online. They learn about healthy relationships and know what it means to be a good friend. Pupils learn how to look after their health and mental well-being. They take a keen interest in current affairs. For example, pupils hold thoughtful debates on a diverse range of topics, such as the ethics of war, disability rights, individual liberty and climate change. Pupils learn about the fundamental British values. They learn about different cultures and communities, which supports their growing appreciation of diversity. However, their understanding and appreciation of some of the main religions represented in modern Britain is varied.

The school ensures that the education it provides has a tangible impact on pupils. Trustees know the school well. They have a clear oversight of the school's strengths and weaknesses. The school meets the health and safety, and premises requirements. The premises is maintained to a high standard and teaching spaces are bright, clean and very well resourced. There is a safe and well-equipped suitable outdoor area that pupils can spend time in at breaktimes.

Staff morale is high. They value their roles at the school and take great satisfaction in contributing to a supportive and collaborative team environment. Staff agree that trustees are mindful of their workload and support the school's work well.

School leaders and trustees have the required expertise to ensure that the independent school standards (the standards) are met consistently. Policies, including a safeguarding policy that meets current statutory requirements, are available to parents on the school's website. Trustees ensure that the school meets the requirements of schedule 10 of the Equality Act 2010.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and proprietor)

- In few subjects, the school has not identified precisely the sequence in which pupils should learn the important knowledge. Where this happens, teaching does not set out explicitly the key knowledge pupils need to secure. The school should continue its work to ensure the curriculum is well organised and coherent in all subjects.
- The school's work to ensure that pupils learn about different religions is too variable. Consequently, pupils have some gaps in their knowledge. The school should strengthen its provision to develop pupils' appreciation and understanding of the main religions represented in modern Britain.

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	138873
DfE registration number	931/6011
Local authority	Oxfordshire
Inspection number	10391764
Type of school	Other Independent School
School category	Independent school
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	12
Number of part-time pupils	0
Proprietor	The Treehouse Trust
Chair	Charlie Clare
Headteacher	Andrea Turner (director)
Annual fees (day pupils)	None
Telephone number	01491 652 000
Website	www.thetreehouseschool.org.uk
Email address	office@thetreehouseschool.org.uk
Date of previous inspection	15 to 17 November 2022

Information about this school

- The Treehouse School is a non-fee-paying primary school catering for pupils in Years 1 to 6 from the local area. It is a registered charity and relies solely on fundraising, grants and sponsorship to keep it running. Some pupils at the school were previously home educated. Pupils are taught in mixed-age groups.
- The board of trustees is the proprietor body.
- The school is located at 37 Wallingford Road, Cholsey, Oxfordshire OX10 9LG. It operates from a detached house, which has been converted for educational purposes.
- The school does not currently use any alternative provision.
- The school does not have a religious denomination.

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 evaluation about the quality of a school's education provision.
- This was the second 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 met with senior leaders, staff and pupils. The lead inspector met with five trustees, including the chair.
- Inspectors carried out deep dives into these subjects: reading, mathematics, art and creative skills. To do this, they met with senior leaders, looked at curriculum plans, had discussions with staff and pupils, visited lessons and looked at pupils' work. Inspectors also reviewed the curriculum on some other subjects.
- To evaluate the effectiveness of safeguarding, inspectors spoke with staff and pupils. The lead inspector met with the designated safeguarding leads to examine records and actions. This included sampling a range of safeguarding documentation. She reviewed checks on the safer recruitment of adults.
- Inspectors talked to pupils of different ages about their learning and experiences at school.
- The views of staff, pupils and parents were gathered through discussions and Ofsted's online surveys.

- Inspectors looked at the school site and scrutinised a wide range of documentary evidence to check on the statutory requirements of the independent school standards.

Inspection team

Shazia Akram, lead inspector

His Majesty's Inspector

Simon Woodbridge

His Majesty's Inspector

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