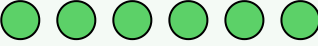


Aurora Vincent House School

Address: Vincent House, 31 North Parade, Horsham, RH12 2DA

Unique reference number (URN): 151749

Inspection report: 16 June 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.
- **Insufficient evidence:** Inspectors were unable to gather sufficient evidence to judge whether safeguarding standards are met.

Expected standard

Achievement

Expected standard 

Pupils often join the school having previously faced many barriers to their learning and wellbeing. Staff quickly get to know what each pupil can and cannot do. This helps leaders to put the right support in place for those who need it. Because of this support, pupils across the school make progress through the curriculum. Their knowledge and skills consistently improve in different subjects. Staff spot any gaps in learning quickly and provide help. As a result, pupils are well prepared for their next steps.

Leaders know that pupils could achieve even more. They are rightly focused on extending what pupils learn. As the school only opened 10 months ago, pupils have not yet taken external examinations or national tests. However, current Year 10 pupils are working well towards these. Overall, the curriculum prepares pupils successfully for life after they leave Vincent House School.

Attendance and behaviour

Expected standard 

Regular attendance has high importance. Staff work together to improve how often pupils come to school, because they know pupils need to be present to benefit fully from their education. They watch attendance closely and step in quickly when it drops too low, using a range of helpful approaches that improve attendance for most pupils. These often involve working closely with parents, carers and other professionals. Some pupils with very low attendance face significant challenges. The school supports them well. Attendance is improving over time. However, leaders know there is more to do to identify and tackle barriers swiftly.

Warm relationships between staff and pupils create a positive place in which to learn. Pupils trust the staff who work with them and know these staff want the very best for them. Pupils feel understood, so they behave well in lessons and at social times. The support they receive helps them manage their feelings and emotions so they can learn well. High expectations run through the school. Now that pupils are settled, leaders are focused on challenging them even further. The school's values of 'caring, ambitious, collaborative, trusted and innovative' shape daily life. Bullying and discrimination are very rare and dealt with quickly and effectively if they arise.

Curriculum and teaching

Expected standard 

Leaders have a clear and accurate picture of what is going well across the curriculum and what needs to improve. They know exactly what to focus on next. Pupils follow a curriculum that is generally well planned and taught in a sensible order. This means pupils learn the important knowledge and skills they need for the next stage in their education, training or employment.

Pupils' basic skills, such as reading, writing and spelling, improve over time. This is because leaders are clear about what pupils will learn and when. However, leaders know that, in a

few subjects, the knowledge and skills pupils need to learn are not set out clearly enough. The expectations for what pupils can achieve in these subjects could be higher.

Staff are supported well, so they have secure subject knowledge and know how best to teach each subject. They regularly check what pupils know and can do. Consequently, pupils make progress from where they started. Those who need help with early reading are supported well through phonics and reading sessions. Pupils get effective help in lessons. Teachers make sensible changes to their teaching so it matches what each pupil needs.

Inclusion

Expected standard 

Every member of staff knows pupils well and understands their individual needs. This includes pupils who are disadvantaged and those who are known, or were previously known, to children's social care. Staff carefully identify what might get in the way of a pupil's learning or wellbeing. They provide effective support, including therapies such as speech and language and occupational therapy.

In lessons, pupils with a wide range of needs are fully included. Practical support, such as using laptops or taking short learning breaks, removes barriers and helps pupils feel more confident and settled. Pupils are happy, engaged and learning.

Leaders follow a continuous cycle of assessing, planning, supporting and reviewing each pupil's progress. They work closely with parents and carers to create individual plans that are reviewed regularly. Staff, including newer teachers, receive training to put these plans into practice. Leaders check how well pupils are doing and review plans regularly so they can see the difference support is making.

Leaders have high aspirations for every pupil. They develop positive partnerships with pupils' families, other schools and outside professionals to shape the right support for each individual. They carefully support pupils moving into, within and out of the school.

Leadership and governance

Expected standard 

In the short time since the school opened, leaders have built firm foundations. They have established a clear vision, values and a positive ethos. Leaders have worked hard to make sure the independent school standards are fully met.

Leaders know exactly what is working well and what they need to do next to keep improving. For example, their plans to further develop subjects beyond English, mathematics and science are well placed. Support from the wider proprietor body helps leaders maintain an accurate picture of the school.

Leaders and staff always act in pupils' best interests. The relationships staff build with pupils and their families mean that every pupil receives the right support at the right time, regardless of the barriers they face.

Those responsible for governance are very knowledgeable. They too understand the school's strengths and what needs to improve. Their systems are highly effective, ensuring

the school is continuously improving and consistently meeting its legal duties. Regular challenge and support help to ensure improvements are sustained.

Leaders work closely with parents and carers. They listen to parents' views and act on their feedback. Parents are very positive about the school and the difference it has made to their children.

Staff take part in a well-planned programme of training that gives them the tools to do their jobs well and support each pupil's needs. Those new to teaching feel well supported. Staff enjoy working at the school and feel valued. Leaders make managing staff's workload and wellbeing a top priority.

Personal development and wellbeing

Expected standard 

The school has a suitable programme in place to support pupils' personal development. Leaders are improving and joining up the different parts of this work, supported by staff training, so that everything fits together more clearly.

A well-structured life skills programme helps pupils with everyday issues such as managing money, telling the time and making the most of their leisure time. Each pupil's progress is tracked to give them a personal score, which staff use to celebrate strengths and plan next steps together. A clear, age-appropriate relationships and sex education and health education programme is also in place.

Leaders value pastoral support highly, with a focus on building strong relationships, a sense of community and good links with parents and carers. This means pupils are increasingly willing to talk about their needs. Pupils are supported by dedicated pastoral staff, a therapy dog and carefully managed starts to the school day. Community links are being extended to include visits and visitors to help pupils understand a range of faiths and cultures.

There is a notable focus on artistic, musical, sporting and cultural opportunities to interest pupils. For example, a 'board games' group has attended local youth groups. Other activities, such as winter games and trips to local cafes, extend pupils' horizons further.

Units of work on crime and punishment, a new student council and a developing assemblies programme help pupils understand the fundamental British values of democracy, the rule of law, individual liberty and respect for others. The school's values place kindness at the centre of everything. Pupils live this out, treating themselves, each other and staff with respect.

Pupils have careers action plans. Older pupils take part in individual careers sessions. Leaders have developed supported 'workplace encounters' with local childcare providers as a first step towards work experience.

What it's like to be a pupil at this school

Vincent House School makes a lasting and positive difference to the lives of its pupils. All pupils have special educational needs and/or disabilities. Some have not attended school for long periods in the past. Others arrive with negative experiences of education. Pupils and their parents and carers are pleasantly surprised. They say this school provides exactly what they have been looking for.

Pupils feel safe at school and build trust in the caring staff who work with them. Relationships between staff and pupils are warm. Staff identify pupils' needs swiftly and are proactive in meeting them. Pupils develop positive attitudes to school once again and start to thrive. They behave well. Attendance is improving and leaders are working hard to increase it further.

Leaders and staff have consistently high expectations for pupils to work hard and achieve highly. Pupils enjoy their lessons and are proud of the work they produce. They benefit from learning a wide range of subjects, including art and geography. Staff make learning enjoyable. They check carefully what pupils know and can do. Pupils who need help with early reading are supported well. Pupils work towards national qualifications and tests.

Pupils celebrate diversity. As a result, discrimination and bullying are incredibly rare, and any issues are quickly dealt with by staff. Pupils are fully included in the life of the school. Their voices are heard and their views are acted on through regular surveys and student council meetings. Pupils benefit from a wide range of activities beyond the classroom, for example swimming at a local pool and weekly enrichment activities such as crochet, cooking or e-sports. They enjoy a range of trips that enhance learning and build pupils' character. These include a residential stay and a visit to the Imperial War Museum.

Next steps

- Leaders should ensure they improve the curriculum in a small number of subjects by setting out more precisely the exact knowledge and skills pupils need to learn and when.
- Leaders should ensure they use attendance data consistently well to fully understand and tackle the issues that stop pupils from attending well.

About this inspection

Inspectors carried out this standard inspection under section 109(1) and (2) of the Education and Skills Act 2008, and checked the school's compliance with the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, the chair of the proprietary board, governors, including the chair, and representatives of the main local authority that places pupils at the school during the inspection.

The inspectors confirmed the following information about the school:

Pupils attending the school have a diagnosis of autism and other associated needs, such as social, emotional and mental health needs.

The school does not use any alternative provision.

The school currently has 50 pupils on roll, with a capacity of 72 pupils.

This is the first standard inspection of the school since it was registered by the Department for Education in August 2025.

The name of the proprietor is Beechkeys Limited. The chair of the proprietary board is Sharon Pearson.

The fees currently charged are £69,723.

The email address of the school is VincentHouseSchool@theauroragroup.co.uk.

Headteacher : Julie Sadler

Independent school standards

Independent school standards are either met or not met for each category.

1. Quality of education provided	Standards met
All standards have been met.	
2. Spiritual, moral, social and cultural development of pupils	Standards met
All standards have been met.	
3. Welfare, health and safety of pupils	Standards met
All standards have been met.	

4. Suitability of staff, supply staff, and proprietorsStandards met

All standards have been met.

5. Premises of and accommodation at schoolsStandards met

All standards have been met.

6. Provision of informationStandards met

All standards have been met.

7. Manner in which complaints are handledStandards met

All standards have been met.

8. Quality of leadership in and management of schoolsStandards met

All standards have been met.

Lead inspector:
Shaun Jarvis, Ofsted Inspector

Team inspector:
Deborah Perkins, Ofsted Inspector

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

 This data is from 16 June 2026

Total pupils

50

School capacity

72

Pupils with an education, health and care (EHC) plan

50

Pupils with special educational needs (SEN) support

0

Our grades explained

Exceptional ●

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard ●

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard ●

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

Insufficient evidence

Inspectors were unable to gather reliable enough evidence to grade an evaluation area. This is rare and normally only happens if there are no pupils on roll at the school.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <https://reports.ofsted.gov.uk>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted
© Crown copyright 2026



© Crown copyright