



INDEPENDENT SCHOOLS INSPECTORATE

**INTEGRATED INSPECTION
REDDAM HOUSE BERKSHIRE**

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Reddam House Berkshire

Full Name of School	Reddam House Berkshire
DfE Number	872/6001
EYFS Number	EY495544
Registered Charity Number	285287
Address	Reddam House Berkshire Bearwood Wokingham Berkshire RG41 5BG
Telephone Number	0118 974 8300
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Email Address	reception@reddamhouse.org.uk
Head	Mr Toby Mullins
Chair of Governors	Dr Stephen Spurr
Age Range	3 months to 19 years
Total Number of Pupils	354
Gender of Pupils	Boys and Girls (222 boys; 132 girls)
Numbers by Age	0-2 (EYFS): 37 5-11: 96 3-5 (EYFS): 44 11-18: 177
Number of Day Pupils	Total: 318
Number of Boarders	Total: 36 Full: 36 Weekly: 0
Head of EYFS Setting	Mrs Tammy Howard
EYFS Gender	Boys and Girls
Inspection Dates	19 Jan 2016 to 22 Jan 2016

PREFACE

The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) Regulations 2014. The range of these Regulations can be viewed on the website www.legislation.gov.uk. Additionally, inspections will consider the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment introduced by the School Standards and Framework Act 1998.

This inspection report follows the *ISI schedule*. The inspection on which the report is based took place over a period of four continuous days in the school.

The previous ISI inspections were under the name Bearwood College. An ISI emergency visit inspection took place in June 2015. The previous ISI boarding intermediate inspection was in March 2013 and the previous ISI standard inspection was in May 2011. An Early Years inspection took place in September 2012.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

ISI is also approved to inspect the Early Years Foundation Stage (EYFS), which was introduced in September 2008 and applies to all children in England from birth to 31 August following their fifth birthday. This report evaluates the extent to which the setting fulfils the requirements of the Early Years Foundation Stage Statutory Framework published by the Department for Education (DfE) and follows the requirements of the Childcare Act 2006 as subsequently amended.

This inspection contains specific judgements on the National Minimum Standards for Boarding Schools. It comments on the progress made by the school in meeting the recommendations set out in the most recent statutory boarding inspection and evaluates the quality of the boarding experience and its contribution to pupils' education, personal development and welfare.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, although inspectors comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include:

- (i) an exhaustive health and safety audit;
- (ii) an in-depth examination of the structural condition of the school, its services or other physical features;
- (iii) an investigation of the financial viability of the school or its accounting procedures;
- (iv) an in-depth investigation of the school's compliance with employment law.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to in the published report but will have been considered by the team in reaching their judgements.

Both Ofsted and ISI inspect and report on the Independent School Standards Regulations. However, they apply different frameworks and have different criteria for judging school quality that are suited to the different types of schools they inspect. Both use a four point scale when making judgements of quality but, whilst the ISI terminology reflects quality judgements that are at least equivalent to those used by Ofsted, they also reflect the differences in approach. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement on each aspect of the school's work at the

beginning of each section. **These headline statements must include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory', and where Achievement is 'exceptional' that term may be used for the top grade.** Elsewhere in the report, inspectors may use a range of different adjectives to make judgements. **For EYFS registered provision (for children aged under two), reports are required to use the same terminology ('outstanding', 'good', 'requires improvement' and 'inadequate') as Ofsted reports.**

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with senior members of staff and with the chair of governors and other governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited boarding houses and the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Mrs Maureen Bradley	Reporting Inspector
Mr Steven Boyes	Team Inspector (Principal, ISA school)
Mrs Sue Clarke	Team Inspector (Director of Sixth Form, HMC school)
Mr Paul Easterbrook	Team Inspector (Headmaster, IAPS/ISA school)
Mr Ben Edwards	Team Inspector (Director of Sixth Form, HMC school)
Mr Grant Whitaker	Team Inspector (Director of Studies, IAPS school)
Mrs Anne Longton	Co-ordinating Inspector for Boarding
Mrs Ros Ford	Co-ordinating Inspector for Early Years

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Reddam House is a co-educational day and boarding school situated on a large estate near Wokingham in Berkshire. The school was previously named Bearwood College and was re-launched as Reddam House in September 2015. Bearwood College was founded in 1827 as the Merchant Seamen's Orphanage and School in London and became the Royal Merchant Navy School in 1902. In September 2014 the ownership of the school changed to Reddam House (Berkshire), a company belonging to Inspired, a worldwide group of schools. The governing body of Bearwood College was replaced in September 2014 when the administration of the school changed to Reddam House. The school is now administered by five directors of the company and they operate as a board of governors. When Reddam House was launched in September 2015 a new senior leadership team was appointed, including a new head for the senior school and one for the junior school. There were many other changes to staffing, and the facilities in all of the three component schools fully refurbished.
- 1.2 The school aims to create a love of learning in a supportive environment with high expectations, and an innovative approach to academics, performing arts, public speaking and sport. In treating each pupil as an individual, the school seeks to encourage the development of confidence, self-discipline, leadership responsibility and a global outlook consistent with the worldwide association to which it belongs. The school strives to promote a concern for the environment and an involvement in charitable giving, both locally and abroad.
- 1.3 Pupils from the ages of three months to nineteen years are educated in the three schools, on the same campus. At the time of the inspection there were 354 pupils in the school, including 222 boys and 132 girls. There were 81 pupils in the Early Years Foundation Stage (EYFS), (the early learning school with a Reggio Emilia inspired educational approach), 96 in the junior school and 177 in the senior school, including 55 in the sixth form. In total, 36 pupils, boys and girls, aged between 11 and 18 were boarding at the school. The school has identified 59 pupils as having special educational needs and/or disabilities (SEND), of whom 47 receive learning support. No pupil has an education, health and care plan or a statement of special educational needs. There are 11 pupils receiving support for English as an additional language (EAL). The average ability of pupils in the school is similar to the national average although slightly higher in some year groups, especially in the junior school, where most of the new pupil intake has so far applied. Day pupils travel to the school from the local area and boarders are from a range of countries around the world. Most pupils are of white British origin, and others are from a small range of different cultural backgrounds.
- 1.4 National Curriculum (NC) nomenclature is used by the school from Year 1 and throughout this report to refer to year groups. The year group nomenclature used by the school for the EYFS and its NC equivalence are shown in the following table.

Early Years Foundation Stage Setting

School	NC name
Stage 1	Nursery (3 months to 1 year)
Stage 2	Nursery (1 to 2 years)
Stage 3	Nursery (2 to 3 years)
Stage 4	Nursery (3 to 4 years)
Stage 5	Reception

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 Throughout the junior and senior schools, the pupils' achievement in the classroom and in their extra-curricular activities is good. Achievement in the performing arts and in some sports is particularly high. The good quality of the teaching is ensuring that high levels of progress are being made by pupils of all abilities, including those with SEND or EAL. Pupils benefit from an excellent and recently reviewed curriculum, which has introduced a challenge and extension (CHEX) programme for all and to ensure that the most able make progress commensurate with their ability. The specialised facilities and the extensive grounds help to promote learning outside the curriculum. The pupils' positive attitudes to learning make a significant contribution to their progress. They exhibit excellent behaviour, have a strong work ethic, enjoy being actively engaged in the learning process and take pride in their work.
- 2.2 Pupils show excellent personal development. As they progress through the school they build in confidence, develop independence and have a mature attitude to responsibility. In taking advantage of the many opportunities available to them they develop spiritually, and gain excellent moral integrity, a keen sense of justice, and cultural tolerance and understanding. The quality of boarding is excellent and boarders from all nationalities feel part of an inclusive and supportive community. There are excellent arrangements for pastoral care. Almost all pupils and parents reported in response to the pre-inspection questionnaires that the school provides a happy and safe environment. Improvements have been made in the policies and procedures for behavior management since the inspection of June 2015. A small minority of pupils indicated in response to the questionnaire that they felt their views are not always heard or feedback given. The inspection found that this applied to the junior pupils and that a school council is planned but has not yet been set up. A few pupils believed that rewards and sanctions are not always fair. Inspection found that not all staff apply the rewards policy appropriately leading to a lack of consistency for pupils. The quality of the arrangements for welfare, health and safety is good and the weaknesses identified at the previous inspection of June 2015 have all been rectified.
- 2.3 The quality of governance is good. The board of governors has successfully overseen the transformation of the school from Bearwood College to Reddam House and introduced a new philosophy and aims for the school, although it did not maintain thorough oversight of all its legal responsibilities in the first year of its governance when the school was still operating under the name of Bearwood College. However, since the previous inspection of June 2015, it has fully reviewed all of its legal responsibilities, appointed a new senior leadership team and improved monitoring procedures. A considerable investment has been made in restoring and refurbishing the school buildings and in the appointment of high quality staff who, along with pupils and parents, have enthusiastically adopted the new vision for the school. The quality of the new leadership and management is excellent. Their commitment to the success of the school has provided the drive to meet the high expectations of the board of governors. Through restructuring management responsibilities, revitalising teaching and learning to raise achievement, and a determination to implement all of the new policies and procedures, they have firmly established the new identity of Reddam House School. In the pre-inspection questionnaires a small number of concerns were raised about the quality of reports

and the consistency with which some policies were implemented by staff. Inspection found that reports to parents on their children's progress and attainment do not always provide sufficient detail and that a few staff do not yet adhere to school policies on homework and the giving of awards.

2.(b) Action points

(i) Compliance with regulatory requirements

- 2.4 The school meets all the requirements of the Education (Independent School Standards) Regulations 2014.
- 2.5 The school meets all the National Minimum Standards for Boarding Schools 2015.
- 2.6 See the end of the Early Years Foundation Stage section 6 for the inspection findings in relation to the requirements of the Childcare Act 2006 for children under three.

(ii) Recommendations for further improvement

- 2.7 The school is advised to make the following improvements.
 - 1. Ensure that the board of governors maintains regular oversight of school policies and procedures and their implementation.
 - 2. Ensure that reports on pupil attainment and progress provide sufficient detail for parents.
 - 3. Consistently implement school policies for homework and the giving of rewards.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

3.(a) The quality of the pupils' achievements and learning

- 3.1 The quality of the pupils' achievements and learning is good.
- 3.2 The aim of the school to raise the standard of achievement in every aspect of school life is gradually being achieved. A very large majority of pupils and parents reported in response to the pre-inspection questionnaires that they are pleased with the progress being made by the pupils in their academic work and the improvement in classroom achievement. Pupils demonstrate skills, knowledge and understanding of a good standard across the main school curriculum. In their extra-curricular activities their achievement is often excellent.
- 3.3 In the junior school written work in all curriculum areas shows a good level of basic skills, with an emphasis on high quality writing and presentation. Pupils read confidently and expressively from an early age and, as they move through the junior school, their written work shows clear evidence of high levels of creativity, critical thought and thinking skills. Numeracy skills are of a good standard and are well applied to problem solving and practical tasks. Most pupils can manipulate data confidently and formulate and test hypotheses in science. More able pupils demonstrate links to previous learning and across topic areas, and are perceptive in discussions. Senior school pupils are fluent speakers who are confident in the use of subject-specific vocabulary and capable of excellent standards of extended writing. They enjoy working both independently and collaboratively in mathematics and science to analyse and solve problems, and can apply their knowledge and understanding to unfamiliar situations. The sixth form pupils show good powers of deduction, logical thought and analysis, and are confident in challenging methodology and questioning the validity of information. Pupils of all ages show confident use of technology for research, both in the classroom and in homework.
- 3.4 Pupils' creative and physical skills are well developed and enhanced by participation in the opportunities provided by the extra-curricular programme. Performing arts is a strength of the school. High standards of dance and drama are demonstrated in school productions engaging both junior and senior pupils, as in *The Nutcracker*, an adaptation performed by a large cast. In drama individual pupils have been selected to perform in London West End productions. The quality of performance in choirs and in school community singing is excellent. Achievement is high in many sports, and both junior and senior pupils particularly excel in gymnastics, with the gymnastic club achieving national success. Pupils of all ages reach the highest levels in county and national team and individual competitions in a variety of sports, including rugby, football, swimming and rowing. Strong leadership skills are developed through the Combined Cadet Force (CCF) and The Duke of Edinburgh's Award (DofE) scheme.
- 3.5 The following analysis uses the national data for the years 2012 to 2014. These are the most recent three years for which comparative statistics are currently available. The results are of pupils who attended Bearwood College during those years. The level of attainment in national tests in the junior school between 2012 and 2013 was above or well above the national average for maintained primary schools, but between 2013 and 2014 the results fell to below average. Results at GCSE and A level overall were similar to the national average for pupils in maintained schools but fell in 2014 and 2015. Results in a few International GCSE subjects were similar to worldwide norms. Almost all sixth-form leavers were successful in gaining places on courses at university or securing employment in the workplace.

- 3.6 As Bearwood College did not carry out standardised tests of ability and attainment in the junior school pupils' progress during their time in the school could not be measured in relation to average performance in national tests. In the senior school the data available for Bearwood College indicated that progress was appropriate overall in relation to the average for pupils of similar ability. During the inspection, the evidence available from lesson observations, the scrutiny of work and pupil interviews showed high levels of progress being made by both junior and senior pupils. Pupils with SEND or EAL throughout the school were seen to be achieving and progressing to the same levels as their peers because of specialist support and the attention they receive in the classroom. The more able pupils were observed to be making excellent progress as a result of teachers providing them with extension tasks in lessons.
- 3.7 Pupils throughout the school have excellent attitudes to learning. Junior pupils demonstrate an excellent work ethic and are active learners who participate fully in their lessons. Senior pupils have been invigorated by the new styles and methods of teaching and approach their work with enthusiasm and energy. They show a sense of pride in their work and are growing in self confidence in their own achievement.

3.(b) The contribution of curricular and extra-curricular provision

- 3.8 The contribution of curricular and extra-curricular provision is excellent.
- 3.9 The school has introduced a curriculum model that reflects the aims of the Reddam Schools group to provide an emphasis on sport and the creative arts, drama and public speaking, whilst enabling pupils to develop academically to the best of their ability. The excellence of the curriculum and the extra-curricular provision is a significant feature in meeting the needs of pupils of all ages and abilities, and contributing to their improved progress and achievement.
- 3.10 The timetable is planned to enable clear progression in learning for all pupils as they move first through the junior school and then, following a smooth transition, through senior education. The curriculum covers all requisite areas of learning. In the junior school the academic curriculum reflects and extends beyond the National Curriculum, and is designed to offer the opportunity for pupils to experience enrichment activities both in and outside the classroom. The junior school makes extensive use of specialist teachers for subjects, especially in Years 4 to 6. The curriculum for pupils in Years 7 to 9 is broad and provides pupils with a wide range of educational experiences, with a good balance of creative and academic study and a generous allowance for sport. The school offers an excellent range of GCSE and A-level courses for the older senior pupils. It ensures that pupils have a combination of subjects to study in order to enthuse them in their learning, allow them to further their talents and fulfil their ambitions in gaining places at their chosen university or area of employment. Throughout the school, public speaking is either a timetabled subject or applied through the curriculum and life skills programme. Excellent information and communication technology resources are available across the whole school to enable pupils to develop their skills, as recommended at the previous inspection in 2011.
- 3.11 At all ages, the curriculum meets the needs of all pupils, including the more able and those with SEND or EAL. A specialist department provides individual support to pupils and advice to teachers to ensure that they meet the needs of the pupils within lessons. The newly introduced CHEX programme is especially beneficial for the

most able, who can access stimulating tasks and challenges to extend their learning in most lessons throughout the school.

- 3.12 Pupils know how to be healthy and how to stay safe as a result of the personal, social, health and economic education programme, which is delivered throughout the school as life skills and which covers all the required areas. The programme also reflects the school ethos to promote respect and tolerance in a global society, and includes the active preparation of pupils for the opportunities, responsibilities and experiences of life in British society. Assemblies, prepared and organised by the pupils, also provide the opportunity to extend their learning about British values, democracy and citizenship. Provision for careers advice helps to guide choices for GCSE, A level and university entry, and includes a careers convention as well as work experience for pupils in Year 12. A programme to extend careers education to all ages has been devised and is beginning to be implemented, as recommended at the inspection of 2011.
- 3.13 An excellent range of extra-curricular activities enriches the curriculum throughout the whole school. Activities are effectively planned and organised, and are enjoyed by pupils of all ages; participation rates are very high. The programme encompasses sporting activities, the creative and performing arts, and academic societies. Many of the activities are organised by the pupils to help to develop responsibility, teamwork and leadership. Opportunities to further build on these skills are provided through the DofE and the CCF. The variety of activities successfully provides scope for all, and supports the school's aim to extend the pupils' learning experience. The curriculum is enhanced by excellent specialist facilities and extensive grounds and play areas, which provide rich opportunities for outside learning for all ages. Trips outside of the school and links with the community further extend pupils' learning.

3.(c) The contribution of teaching

- 3.14 The contribution of teaching is good.
- 3.15 Throughout the school good teaching supports the aim of the school to raise achievement and develop a love of learning. Pupils have responded well to many recent teaching and learning initiatives, which challenge them to think, question, evaluate their work and take an active lead in their own learning.
- 3.16 Teaching across all year groups shows good subject knowledge. The schemes of work and lessons are well planned for continuity and to ensure that good progress is made by pupils of all abilities. A wide variety of methods is employed that foster interest and understanding. Teachers actively promote collaborative and independent learning to help pupils to build confidence in their own abilities and achievements. Teaching encourages ambition and perseverance amongst pupils, who are encouraged to believe that they have unlimited potential, and this is beginning to raise their self-esteem. The relationship between teachers and pupils is excellent and this creates an atmosphere of trust within the classroom where pupils are willing to question and take risks. In the sixth form, teaching encourages pupils to think and question, and to use their analytical skills. In a small number of lessons teaching is less successful because of low expectations, lack of pace and over-direction by the teacher. Progress is sometimes hindered by poor organisation.
- 3.17 Regular teaching and learning forums are held where teachers share their most successful practice of dynamic interactive lessons. This was a recommendation of

the previous inspection in 2011. A further benefit of these forums has been to increase the awareness of how to meet the needs of all pupils. Pupils with SEND or EAL are fully supported to make progress equal to their peers and be involved in all classroom tasks and activities. In the majority of lessons observed, the teaching used the CHEX initiative well, providing challenge for all abilities and extension work for the more able. Senior management regularly observes lessons, and the professional development programme for teachers concentrates on ways to improve teaching practice.

- 3.18 Arrangements for marking pupils' work are excellent. Throughout the school, work is marked regularly, with clear targets set by the teachers to promote improvement. Pupils are encouraged to evaluate their own work, and the quality of their written responses shows good understanding of how they can make further progress. Good tracking of pupils' progress is evident through the academic data collected from regular testing. Although still in its infancy, the tracking is beginning to provide sufficient data to effectively identify and respond to pupils' individual learning needs. In response to the pre-inspection questionnaire, a small minority of pupils felt that homework does not help them to learn. During discussions, pupils reported that they particularly enjoy homework that challenges them to learn independently and they also find homework useful to consolidate learning. The inspection found that the lack of satisfaction with homework was related to a few teachers not applying the homework policy in a consistent way.
- 3.19 Teaching makes effective use of good quality resources and facilities. The library is a more limited resource because of the lack of up-to-date research material, but teachers make good use of the interactive technology in classrooms and throughout the school. Pupils benefit from teachers having the use of a professional standard theatre and dance studio for performing arts, a separate music school and the extensive grounds for outdoor education.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

4.(a) The spiritual, moral, social and cultural development of the pupils

- 4.1 The spiritual, moral, social and cultural development of pupils is excellent.
- 4.2 The school takes active steps to promote both the personal development of the pupils and the key features that characterise Britishness, such as democracy, tolerance and individual freedom. The pupils display strong spiritual development, enhanced by the quality of their learning environment. Their developing capacity to articulate their thinking, build their confidence and self-esteem, and share their understanding of life is supported by an excellent programme of public speaking and life skills. Through their participation in choral singing, drama and dance, they have a strong appreciation of the role that the arts can play in enriching their lives. The theatre production, *The Land of Hope – the Red Dam*, depicting 'the journey to a new life – a better life', revealed their understanding of the values important to them for a good life.
- 4.3 Pupils have excellent moral development and display a good understanding of right and wrong. They understand why poor behaviour leads to sanctions, why the school needs rules and why English society needs laws. An excellent understanding of justice is demonstrated by junior school pupils when they create their own classroom rules. Senior school pupils understand the need for societies to be inclusive, develop tolerance and equality and how important these values are to British society. Through their work in the curriculum, especially the life skills programme, pupils are keen to discuss moral issues, for example in relation to gender or to the risk of radicalisation amongst young people. As they move through the school pupils are eager to embrace responsibility and leadership, as leaders in Years 6 and 13. Pupils' leadership of the Remembrance Day service and assemblies on freedom, tolerance and diversity confirm their endorsement of the school's aims.
- 4.4 Pupils have an excellent sense of social responsibilities and opportunities. They are proud of their school and show strong respect for their teachers and for each other, as demonstrated in their classroom behaviour. Pupils of all ages enjoy socialising and working together, with older pupils guiding younger ones in sporting, creative and Combined Cadet Force activities. Pupils confirmed in discussion a strong understanding of the school community's values, which promote democracy. Democracy and unbiased debate were evident in the pupils' organisation of the junior school's mock general election and the selection of senior pupil leaders. Pupils understand the need to manage conflicting viewpoints in the very lively committees they lead. There has been an enthusiastic initial response by pupils to new opportunities for charitable giving, derived from the inspiration of personal examples within the school community. Pupils eagerly participate in the increasing opportunities to be involved in work in the local community, especially through sharing their school productions.
- 4.5 The cultural development of the pupils is strong. Pupils are beginning to benefit from the global outlook of the Reddam Schools group, as the aims of the group become intrinsic to the school. They are deepening their understanding of different cultures through the new curriculum and through the sharing of boarders' experiences. Boarding pupils displayed maturity and understanding of how differences in culture can make positive contributions to society in the assembly they prepared for the school. Pupils are aware of the cultural richness of England through their work in theatre studies, music, art and dance.

4.6 By the time they leave the junior school, pupils have a good understanding of their strengths and weaknesses, and are confident to move into senior education. In the senior school pupils confirmed that they are encouraged to develop mature self-reliance. Those moving on from the sixth form to university or to the world of work feel that they are ready to embody the school's aim to be confident, resilient adults, able to fulfil their potential and 'give back' to a wider society.

4.(b) The contribution of arrangements for pastoral care

4.7 The contribution of arrangements for pastoral care is excellent.

4.8 The arrangements for pastoral care have been restructured recently and all school policies and procedures have been reviewed. Pastoral support is provided by experienced senior managers. The profile of year heads and form tutors has been raised to ensure that pupils have daily contact with a teacher who knows them well, in accordance with the school's aim of ensuring that each pupil is known as an individual. In response to the pre-inspection questionnaire, the large majority of parents said that their children are well looked after and are happy in the school.

4.9 The school sets out clear expectations of behaviour in the behaviour policy and code of conduct. The policy provides guidance on behaviour management, the school rules, and the application of rewards and sanctions. The deficiencies in the behaviour policy highlighted at the previous inspection in June 2015 have now been corrected and procedures are followed rigorously. Behaviour throughout the inspection was observed to be exemplary. In response to the pre-inspection questionnaire, a few pupils reported that they do not think rewards and sanctions are always awarded fairly. Inspectors spoke to pupils and examined records, finding that sanctions are rarely given, and that pupils understand what the consequence would be for breaches of the code of conduct. Detailed records of sanctions show that they have been applied according to the policy. However, inspection found inconsistency in the application of rewards by some teachers, supporting pupils' concern. Pupils reported that they were not aware of any bullying in the school and had not personally experienced it. A suitable anti-bullying policy, including cyber bullying, has been introduced and is understood by staff and pupils. Appropriate records are kept.

4.10 Pupils report that they feel comfortable taking any concerns to any member of staff and to the members of the senior leadership team who are responsible for monitoring their care. A helpful programme of life skills throughout the school makes pupils aware of how to keep themselves healthy and safe. The programme explores topics on mental health, keeping safe on social media, gender and a range of medical issues. The life skills programme is further developed in many curricular areas and in assemblies.

4.11 A small minority of pupils stated in discussions and in their questionnaire responses that their views are not always heard nor follow-up feedback given. The inspection found in the senior school that an excellent system of pupil committees, including a school council, allows for frequent discussion of school concerns amongst other items on their agendas. The senior pupils reported that they feel very involved in decision making in the school. Junior pupils, however, reported having little opportunity to air their concerns or views in an official forum. Inspection found that plans to introduce a school council and suggestion boxes have not yet been implemented and so junior pupils do not have a clear mechanism to have their voice heard.

- 4.12 Pupils understand the benefits of exercise and how to eat healthily. There are many opportunities to enjoy exercise at school, both within the physical education (PE) and games curriculum and through the extensive extra-curricular activities. The school has a suitable plan to improve educational access for pupils with SEND.

4.(c) The contribution of arrangements for welfare, health and safety

- 4.13 The contribution of arrangements for welfare, health and safety is good.
- 4.14 A complete review of all matters relating to welfare, health and safety has been undertaken since September 2015. New policies have been written and implemented, and all staff and the governing board have been trained in new procedures; the safety of the site has been completely reviewed. The highlighted areas of weakness in the previous inspection report of June 2015 regarding safeguarding and staff recruitment have been put right. Although the new systems implemented by the newly appointed leadership are thorough, some of the procedures have not been in place for a sufficient time to be fully monitored for effectiveness.
- 4.15 The school takes care to ensure the safety of its pupils. A health and safety committee implements an effective policy and has established new methods of documentation to assist in the monitoring process. A termly health and safety report is now on the agenda for all governors' meetings so that they can maintain careful oversight of procedures. Assessments of risk have been made for all areas of the school and for visits off site. The welfare requirements of the boarders and the EYFS are well met.
- 4.16 Precautions to prevent the risk of fire are thorough and evacuation procedures are practised each term. A suitable audit of fire risk has been completed by an external contractor, and areas requiring attention have been prioritised and are being addressed in a planned programme of improvement. Maintenance and the testing of fire equipment are regular and a number of staff have received appropriate fire training. The site is well managed and maintained by a newly appointed estates and maintenance team.
- 4.17 Particular attention is paid to safeguarding and child protection. Policies and procedures are thorough and monitored by a designated governor and the other members of the board. They have ensured that any identified deficiencies have been remedied and are monitored closely. Child protection training for staff and governors has been updated and has due regard for the official guidance, *Keeping Children Safe in Education*. The school has developed and is implementing a policy to counter radicalisation, and education on the associated risks of this has been introduced into the curriculum. Close links are maintained between the school and local welfare agencies.
- 4.18 The school has excellent medical facilities and arrangements for sick or injured pupils, and a comprehensive first-aid policy is known to staff. A number of staff are qualified in first aid, including paediatric first aid in the EYFS. Admission and attendance registers are appropriately maintained and stored. The daily registration of both day pupils and boarders is carefully undertaken.

4.(d) The quality of boarding

- 4.19 The quality of boarding is excellent.
- 4.20 The outcomes for boarders are excellent. The school encourages boarders to be independent, confident and sensitive to others, which is clearly evident in the behaviour and thoughtful attitude they demonstrate in their approach to school life. The boarding staff are committed to encouraging less confident boarders to strive to achieve their full potential and raise their self-esteem. The gender and cultural mix of the boarders sharing a single boarding house raise the boarders' awareness of each other's individual needs and qualities, whilst allowing them to value the pleasant, meaningful and constructive relationships that they develop with one another and the staff. Boarders report that tolerance and inclusivity are evident in the fair and equal treatment they all receive in the boarding community. They have excellent opportunities to voice their opinions in a variety of boarding councils and contribute to decision making in the house. Leadership roles, such as head of house, encourage boarders to develop responsibility but the school does not appoint prefects.
- 4.21 The quality of the boarding provision and care is excellent. The boarders feel extremely well cared for and those new to the school report that they find the induction process and 'buddy' system appropriate, caring and supportive, allowing them to settle gently into the boarding routine. They respect the boarding staff, with whom they have a comfortable relationship, whilst acknowledging the firm boundaries to which they are expected to adhere. Boarders show an awareness of whom to approach should they wish to seek support outside of the school, including the independent listener. Communication is excellent between boarding staff and the day school. The house staff attend the weekly senior school staff meeting to raise their awareness of any emerging concerns regarding the boarders' overall well-being and to share any boarding issues. Less formal communication takes place on a daily basis.
- 4.22 The well-equipped medical centre offers comfortable facilities, and in the evenings and at weekends boarders who are unwell are based in separate accommodation in the boarding house. Medical care is provided by experienced nurses who maintain excellent oversight of pupils' welfare and all policies and procedures. Specialist medical services and a school doctor are available when required; confidentiality is respected. Good methods of documentation regarding the administration of medication, accidents, records of essential training and first aid are all well maintained by the medical centre. Self-medication is permitted after appropriate assessment of a boarder's competence.
- 4.23 In their questionnaire responses, a minority of boarders disagreed that the food is good. A small minority also criticised the provision of snacks outside mealtimes. Scrutiny of menu plans and food served during the inspection found that the variety, quality and quantity of the food and drink offered in the main dining hall fully meet the nutritional needs of the boarders. Fruit is readily available throughout the day in the boarding house, and refreshments and appetising snacks are on offer at break times and in the evening. Boarders have good access to drinking water throughout the school campus. The food is hygienically prepared and is served in a comfortable and attractive dining room in school. Any special dietary needs are catered for and staff ensure that boarders eat healthily.

- 4.24 The boarders' laundry is carried out efficiently and there are suitable arrangements for them to keep their possessions safe. They are able to obtain stationery and other items from the boarding staff or nearby shops. Boarders take part in activities ranging from cultural visits to shopping excursions and outings to theme parks. Swimming is a popular evening activity in the school's indoor pool and boarders appreciate the extensive grounds for relaxation. Sports events encourage the boarders to meet with other young people outside the school community.
- 4.25 The school does not provide external lodgings or guardians for any of its boarders. The boarding accommodation is comfortable, secure and homely, with suitable and separate areas for boys and girls. Bright and comfortable communal spaces are well equipped for relaxation. The boarders may invite day pupils to communal areas within the boarding house during break times if they wish. Accommodation is being refurbished; that for girls has been redecorated and equipped with new furnishings and that for boys is at the planning stage. Boarders are encouraged to personalise their individual areas. A purpose-built study and computer area is provided for completing homework, and the boarders may also use the computers or their personal electronic devices to contact their parents and guardians through the internet. Boarders may also contact families using mobile and landline telephones. Appropriate measures are adopted for e-safety. The boarding house provides a continual source of daily news on a television screen in the communal area.
- 4.26 The effectiveness of arrangements for welfare and safeguarding is excellent. The boarding staff have a thorough awareness of risks to health and safety and maintain a careful oversight of risk assessments in boarding. Fire drills are held regularly and equipment is checked thoroughly each term. Excellent levels of supervision are provided by experienced and well-qualified staff during boarding times, including weekends. Effective procedures for signing in and out of the boarding house and regular roll calls ensure that the boarders' whereabouts are carefully monitored at all times. There are suitable arrangements for supervising boarders at night, and they know how to contact staff if necessary. All staff have been trained in safeguarding and have a good understanding of the related policies and procedures, including those for missing pupils. Effective liaison between boarding, pastoral and teaching staff further promotes the safety and welfare of the boarders. Safe recruitment policies and procedures are applied rigorously. In discussions, boarders unanimously agreed that bullying and poor behaviour are not a concern and that should any issues arise the staff would deal with them promptly and fairly.
- 4.27 The effectiveness of the leadership and management of boarding is excellent. The new house parents have quickly established a positive boarding ethos and provided a homely but structured approach to boarding life. Their management is efficient and thorough. The statement of boarding principles and practice has been thoroughly reviewed and is available to all boarders and parents. All boarding staff receive appropriate induction to their role and are encouraged to continue their professional development by attending external courses, with particular regard to boarding issues. In their questionnaire responses, a small minority of parents of boarders reported that they could not easily contact the staff who care for their children. The inspection found that methods of communication had not always been efficient due to administration difficulties but recent improvements are now in place. Boarders reported in pupil interviews that this was no longer a problem. The boarding house parents know and understand the school's complaints procedure and policy. Records are meticulously maintained and liaison with academic staff is regular, timely and effective. The concerns raised regarding boarding regulations at

the inspections of June 2015 and the standard inspection in 2011 have now been rectified.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is good.
- 5.2 The board of governors has been highly successful in overseeing the transformation of Bearwood College into Reddam House School. The board is successfully establishing the philosophy and aims of the Reddam Schools group to maximise the academic standards and the confidence, potential and individuality of each pupil. It brings a wide range of skill and experience to support the school, especially in education and governance, and specialist knowledge of business, buildings and financial management. Strategic development planning shows a clear and ambitious vision for the future to raise academic standards, improve overall achievement for all pupils, and further improve the premises and facilities. Considerable investment and progress have already been made to fully restore the Victorian buildings and refurbish and upgrade the facilities.
- 5.3 Since the previous inspection in June 2015 governors have ensured that the school has fully reviewed its legal responsibilities. Throughout the first year of its administration the board did not always ensure sufficient oversight of policies and procedures regarding the welfare, health and safety of pupils in line with official guidance. Once the weaknesses were identified the board remedied them without delay and a new senior leadership team was appointed. School policies were all reviewed and a governor was appointed with responsibility for child protection and welfare, health and safety. The board ensures that the annual review of safeguarding arrangements is carried out. The governors have all undergone training for their new roles, including training in child protection.
- 5.4 With the support of the senior leadership, the board has overseen the appointment of many new high quality staff throughout the school in order to deliver their vision for the future. The board is available at all times to offer support and advice to the new senior leadership team, which has been set demanding targets to improve all aspects of education. It maintains a strong governor presence in the school, where governors meet with parents and staff, take an interest in the progress of teaching and learning, and maintain close contact with developments in boarding and the EYFS.

5.(b) The quality of leadership and management, including links with parents, carers and guardians

- 5.5 The quality of leadership and management, including links with parents, carers and guardians, is excellent.
- 5.6 The vision, drive and dynamism of the school's new senior leadership team have provided strong impetus to the school's development since it became Reddam House. A very ambitious and wide-ranging school development plan has been implemented which commands the enthusiastic support of the staff. With clearly defined success criteria, the plan is based on a perceptive and accurate evaluation of the school's strengths and weaknesses, and firmly reflects its new ethos and aims. Excellent progress has already been made in a number of key areas, such as an extensive refurbishment of the premises and teaching facilities, the creation of an effective new middle management structure, the introduction of improved pupil performance tracking systems and a complete update of policy documentation and implementation to ensure that all regulatory requirements are met. Questionnaire feedback and discussions with pupils and parents revealed their appreciation of the positive changes that have been implemented. Although it is too soon to see the impact of the many changes in terms of improved academic performance in examinations, the high quality of the outcomes for pupils' personal development and achievement in the classroom show that the school is focused sharply on meeting its aims.
- 5.7 The school now has, and follows, a rigorous staff recruitment procedure that facilitates the successful appointment of high quality teaching staff who are committed to the school's educational philosophy. A thorough three-day induction programme for new staff includes familiarisation with the school's educational ethos, training on safeguarding, welfare, and health and safety matters, and coverage of key policies that facilitate the smooth running of the school. The senior leadership team has ensured that the arrangements to safeguard pupils are secure and the improvements outlined at the inspection of June 2015 have been fully implemented.
- 5.8 Professional development has become firmly embedded in the culture of the school, with almost daily training sessions on a wide range of topics, including the use of technology in the classroom, new teaching strategies to improve learning and the management of pastoral issues. New ideas are readily embraced by staff and enthusiastically put into practice to very positive effect. Examples of this include the introduction of the CHEX programme to ensure that pupils of all abilities are suitably challenged and the use of feedback stickers to promote reflection when marked work is returned. A new appraisal system is being introduced and has been designed to dovetail with the sharper focus on target setting for staff and professional development.
- 5.9 Modifications to the management structure have had the desired effects of providing clarification of roles and a greater sense of empowerment and responsibility among middle managers. Monitoring of pupils' academic progress is increasingly effective, with mechanisms in place for the early identification of under-achievement or pastoral concerns so that intervention strategies can be put in place quickly to provide additional support. Internal communication among those involved in leadership and management is strong and is facilitated by regular meetings, with clear action points for those involved. The creation of the new head of year role in the senior school has improved communication with parents, although a small minority of parents reported in questionnaire responses that they do not always

receive timely responses to their concerns. Inspectors found that the day-to-day administration of the school is generally efficient but that administrative support is limited in some areas, leading to delay. The school has a suitable complaints policy for parents and records show that formal complaints have been dealt with according to the written procedures. All concerns and complaints are fully documented, monitored and evaluated, although the school recognises that in the past some members of staff were slow in handling some minor concerns. The school has successfully fulfilled the recommendations of the previous 2011 standard inspection.

- 5.10 Parents reported high levels of satisfaction with most areas of their children's education, in response to pre-inspection questionnaire. They are provided with all required information, receiving useful background materials before their children join the school. A weekly newsletter from the junior school and a subject-based one from the senior school provide frequent information of events and the achievements of the pupils. Parents have access to an informative website that provides access to useful information, including school policies.
- 5.11 Parents receive regular reports about the progress of their children. A few parents expressed concerns in questionnaire responses that these reports do not contain sufficient information on pupils' progress nor identify next steps or ways to ensure future progress. Inspectors found that insufficient detail is provided in these areas.

What the school should do to improve is given at the beginning of the report in section 2.

6. THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE

6.(a) Overall effectiveness: the quality and standards of the early years provision

- 6.1 The overall effectiveness of the early years provision is outstanding.
- 6.2 As a result of the learning and care provided, all children make rapid progress relative to their starting points, so that they are well prepared for the next stage of their education. Children with SEND or EAL have their needs met very effectively. The setting has strong links with outside agencies, such as speech therapists, whose advice is meticulously followed. The children's personal, social and emotional development is excellent. Children feel very safe, secure and happy in the setting. Staff have an excellent understanding of safeguarding and welfare requirements and fulfil their responsibility for protecting children in their care. The staff meet regularly to evaluate the progress of all children, to monitor their welfare and to plan ambitious developments. The setting demonstrates continuing capacity for improvement. The recommendations of the previous inspections have been met and there is an ambitious strategic plan, with a focus on monitoring and evaluation of initiatives. The outside areas have been improved, enabling children to access them more frequently. Parents are actively encouraged to contribute to their children's learning and view what they have been doing. The introduction of the new tracking system has helped staff to plan opportunities to encourage younger children to build on the vocabulary, words and sounds they already know.

6.(b) Effectiveness of leadership and management

- 6.3 The effectiveness of leadership and management is outstanding.
- 6.4 The governing body is well informed about the EYFS. The governor responsible for the EYFS visits on a regular basis and ensures that the board is well informed about the ambitious vision for the setting. Welfare and safeguarding requirements are implemented effectively by all staff. The leadership carefully monitors the educational programmes and oversees the procedures used to check the progress of each child. Staff meet regularly to discuss policies and the recently introduced initiatives regarding the curriculum. Systems of performance management and opportunities for staff to receive coaching to improve personal effectiveness are still in the early stages of implementation and have not yet been formalised. In their pre-inspection questionnaire responses and in conversation with inspectors, parents were overwhelmingly positive about the setting, the progress their children make and the prompt way in which any concerns are responded to. They feel welcomed into the school community and well informed about the setting. They value the daily contact they have with very approachable staff, who know their children well. They appreciate the opportunities to be involved in their children's learning, including contributing to the online assessment system.
- 6.5 Learning programmes are meticulously well planned and cover all areas of learning in the EYFS. All staff are involved in developing and planning the curriculum carefully so that the interests and abilities of each child are very well met. Staff are skilled at adapting the activities to take account of the learning situations that arise spontaneously. For example, Reception created their own pretend magic potions as a result of an idea suggested by one of the children. Children with SEND or EAL are

well supported through carefully targeted interventions and are provided with extra help and resources where needed so that they can reach expected levels. Staff help those children at an early stage of language acquisition by demonstrating language and encouraging communication skills through songs, rhymes and stories. The curriculum is further enhanced by the inclusion of music, dance and physical education, which are taught by specialist staff. Regular assessments monitor the progress the children are making and track their development. Transition to the next stage in their learning is sensitively handled, with ample opportunities for children to get to know their new surroundings and staff. For example, Reception children have lunch each week with the junior pupils and use the junior school gym for PE. Staff actively promote key British values through class rules and demonstration of respect, tolerance and kindness. Children respect each other's differences and respond well to the high expectations for behaviour and courtesy towards others. All staff have received full training in safeguarding, including the risks of radicalisation, and health and safety procedures. The children are well cared for in a safe and welcoming environment.

6.(c) Quality of teaching, learning and assessment

- 6.6 The quality of teaching, learning and assessment is outstanding.
- 6.7 The staff have an excellent understanding of the requirements of the EYFS and how young children learn. They guide the children very well in exploring and trying out new activities appropriate to their stage of development, and have high expectations of what each child can achieve. Staff know when to intervene to move a child's learning forward, and encourage children to persist and try again. Assessment information is gathered on what children already know, understand and can do, and parents are encouraged to contribute information to the online assessment system, which is matched against the Early Learning Goals. Language assessments at entry provide the basis for staff to track language and communication skills for each child and provide additional support where necessary. Parents who responded to the pre-inspection questionnaire were overwhelmingly positive about the progress their children are making.
- 6.8 Careful planning, based on the observation of individual children and the determination of their needs, allows the next steps in their learning to be readily identified and incorporated into the activities provided. Well-planned interventions for those with SEND or EAL support their learning so that all make rapid progress. Teachers are aware of the needs of the more able and make available extension activities, particularly through questioning, to challenge and stimulate them. The recently refurbished outside areas have provided more opportunities to extend learning outdoors. A good balance of adult-led and child-initiated activities provides children with opportunities to problem solve, create their own play and explore their ideas, both inside and outside. All children are given opportunities to develop excellent speaking and listening skills. Those under two were observed joining in a story with rhymes. Focused daily learning in reading, writing and number is a key feature of provision for the older children and helps to prepare them for the next stage of their learning.
- 6.9 Parents are given information each week about how to support their children's learning at home and are invited to attend workshops about various aspects of the curriculum. Arrangements for the required two-year-old check are in place. Reports on each child's progress are also available at the end of each term and there are regular parent consultation evenings. Through the variety of backgrounds and

cultures within their inclusive international community, staff encourage children to understand their individual differences and to respect one another. For example, parents of different faiths and cultures are invited to talk to the children, and children made poppies for a Remembrance Day wreath.

- 6.10 High expectations for work and behaviour help children to acquire the skills and capacity to develop and learn effectively, and to be ready for their next stages in their learning.

6.(d) Personal development, behaviour and welfare

- 6.11 Personal development, behaviour and welfare are outstanding.
- 6.12 Throughout the EYFS there is a very strong commitment to learning and personal, social and emotional development. All staff create a stimulating and positive environment where children's achievements are valued. They provide a wide variety of activities to help children to develop their curiosity, imagination and concentration. For example, children aged between two and three were provided with props to re-enact their own versions of *Little Red Riding Hood*. Children are able to select their own activities and take turns when playing games. They are encouraged to learn together and from each other through gentle reminders about sharing and helping one another. They demonstrate their developing independence, for example choosing their own drinks and putting on their own coats. Staff are excellent role models and support the children effectively so that they feel very safe and secure and develop positive relationships. In the baby room a child readily sought comfort from his key person. Adults give very clear guidelines about the expected high standards for behaviour, resulting in a very happy and busy atmosphere where children benefit fully from all the opportunities provided.
- 6.13 The children gain an understanding of risk through exploring, particularly when using the outside environment. They are reminded how to move around the setting's grounds safely. Three years olds were observed wearing safety goggles when playing builders, which they explained were to protect their eyes. They are also taught that to make mistakes is perfectly acceptable and to persevere with new activities. A healthy lifestyle is promoted through the provision of freshly prepared lunches and snacks, and opportunities to use the extensive outside areas for exercise and play. Specialist teaching for children aged over three in dance, PE and swimming also supports their physical and creative development. Systems for registration are thorough, and secure mechanisms are in place to ensure regular attendance. Older children look after their own personal hygiene with confidence and are suitably supported by adults when additional help is needed. Children are very well supervised, promoting their safety. They are happy and enjoy coming to the setting. The personal, social and emotional development of the children across the setting is excellent; they respect others and are well prepared to contribute to wider society and life in Britain.

6.(e) Outcomes for children

- 6.14 Outcomes for children are outstanding.
- 6.15 Children meet and often exceed the level of development expected for their age. They make rapid progress in all areas of the EYFS from their wide range of starting points, including the able and those with SEND or EAL. They are enthusiastic learners who are keen to explore their surroundings and use their imagination. The younger children, with support from adults, are able to select coloured shapes and post them in the correct box. Two year-old children enjoyed planting seeds and grinding corn for bread. Those over the age of three are able to move creatively in dance to ideas based on *Hansel and Gretel*, and played together at building structures, based on a story they had heard. Reception children form words using their understanding of the sounds that letters make, and some have started to write simple sentences. They are able to recognise numbers to 20 and beyond, and can perform simple addition sums. Children are competent in the use of a range of electronic devices, such as tablet computers to play games and take photographs, and in the use of the interactive whiteboard.
- 6.16 Children who attend the EYFS are very well prepared for the next stage of their education.

Compliance with statutory requirements for children under two

- 6.17 The school's registered provision for childcare meets the requirements of the Childcare Act 2006 and no action is required.

Section 2 includes any identified action the Early Years Foundation Stage is recommended to take in order to improve its provision.