



**ISI** Independent  
Schools  
Inspectorate

**Regulatory Compliance Inspection Report  
For Schools with Residential Provision**

**Reddam House School**

**September 2018**



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### School's Details

|                                 |  |     |                   |     |
|---------------------------------|--|-----|-------------------|-----|
| <b>School</b>                   | Reddam House school  |     |                   |     |
| <b>DfE number</b>               | 872/6001   |     |                   |     |
| <b>Address</b>                  | Reddam House Berkshire<br>Bearwood<br>Wokingham<br>Berkshire<br>RG41 5BG |     |                   |     |
| <b>Telephone number</b>         | 01189 748300   |     |                   |     |
| <b>Email address</b>            | reception@reddamhouse.org.uk   |     |                   |     |
| <b>Principal</b>                | Mrs Tammy Howard   |     |                   |     |
| <b>Chair of governors</b>       | Dr Stephen Spurr   |     |                   |     |
| <b>Age range</b>                | 3 months to 18 years   |     |                   |     |
| <b>Number of pupils on roll</b> | 567  |     |                   |     |
|                                 | <b>Boys</b>  | 307 | <b>Girls</b>      | 260 |
|                                 | <b>Day pupils</b>  | 521 | <b>Boarders</b>   | 46  |
|                                 | <b>EYFS</b>  | 148 | <b>Juniors</b>    | 163 |
|                                 | <b>Seniors</b>   | 199 | <b>Sixth Form</b> | 57  |
| <b>Inspection dates</b>         | 19 to 20 September 2018  |     |                   |     |

## 1. Background Information

### About the school

- 1.1 Reddam House is a co-educational day and boarding school for pupils aged between 3 months and 18 years. The school offers a range of boarding options. The school was founded as a merchant seaman's orphanage in October 1827, transformed into a school in 1961 and became Reddam House Berkshire in September 2015 when it was bought by the Inspired Education Group. It is governed by a local board of five governors, two of whom are directors of the company. The management structure now comprises a principal supported by heads of the early learning, junior, middle and senior schools. Recent developments include the opening of a boarding house for younger boarders and an additional wing of the early learning school.

### What the school seeks to do

- 1.2 The school seeks to place a strong emphasis on independence, expecting pupils to work hard in the belief that success is in their own hands. The aim is that pupils will develop a love of learning and self-discipline to enable them to succeed.

### About the pupils

- 1.3 Pupils come from a range of business and professional backgrounds, including White British families and a number of ethnic and cultural groups, many of whom live within ten miles of the school. 78 pupils have identified special educational needs and/or disabilities, and a further 17 pupils are under observation for mild learning difficulties. One pupil has an education health care plan and receives support. 46 pupils have English as an additional language, 8 of whom receive additional support with their English. Nationally standardised test data provided by the school indicate that the ability of pupils in the junior school is broadly average with an above average profile in some classes; in the senior school, up to Year 11, it is above average. In Years 12 and 13, the ability profile for pupils taking A-Level courses is average.

## 2. Regulatory Compliance Inspection

### Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. The inspection of schools that have early years settings not requiring registration similarly records whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, the inspection reports on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

This inspection also contains specific judgements on the National Minimum Standards for Boarding Schools ('boarding NMS'). It also comments on the progress made by the school in meeting the compliance action points set out in the most recent statutory boarding inspection and it judges the extent to which the school currently meets the boarding NMS. It identifies any standards which the school does not meet and requires action to meet them. Findings are distributed across sections relating to the eight Parts of the standards.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework and DfE requirements. The inspection may be of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards, including the boarding NMS, may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards identified at their previous inspection.

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

**This is a COMPLIANCE ONLY inspection and as such reports only on the school's compliance with the standards, including the boarding NMS.** The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified.

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 specifically in published reports in this document but will have been considered by the team in reaching its judgements.

Links to the full regulations and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [National Minimum Standards for Boarding Schools](#), [Early Years Foundation Stage Statutory Framework](#).

## Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools 2015, the requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and no further action is required as a result of this inspection.

### PART 1 – Quality of education provided

- 2.2 In the junior school, the school uses its own framework to determine attainment, instead of the national framework.
- 2.3 At GCSE in the years 2015 to 2017, performance has been above the national average for maintained schools.
- 2.4 In the sixth form, A-level results in 2015 were below the national average, in 2016 were above the national average and in 2017 were in line with the national average for sixth formers in maintained schools.
- 2.5 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.6 **The standards relating to the quality of education [paragraphs 1–4] are met.**

### PART 2 – Spiritual, moral, social and cultural development of pupils

- 2.7 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens. Boarders' views are actively encouraged, and their opinions and concerns are appropriately considered by staff.
- 2.8 **The standards relating to spiritual, moral, social and cultural development [paragraph 5] and NMS 17 and 19 are met.**

### PART 3 – Welfare, health and safety of pupils

- 2.9 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.10 An appropriate induction process for pupils new to boarding is implemented, and suitable provision is made for boarders' medical and health care, their food and drink and for managing boarders' laundry and possessions. Boarders have suitable contact with friends and family and access to a programme of activities. Boarding staff are appropriately trained and deployed.
- 2.11 **The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, the ban on corporal punishment under section 548 of the Education Act 1996, and NMS 2–4, 6–12, 15 and 16 are met.**

#### **PART 4 – Suitability of staff, supply staff, and proprietors**

- 2.12 The school makes appropriate checks to ensure the suitability of staff, supply staff, and proprietors and a register is kept as required. Visitors to boarding accommodation are appropriately supervised.
- 2.13 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] and NMS 14 are met.**

#### **PART 5 – Premises of and accommodation at schools**

- 2.14 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for their medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play. Boarding accommodation is adequate for the needs of all boarders, and safeguards and promotes their welfare.
- 2.15 The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 5 are met.**

#### **PART 6 – Provision of information**

- 2.16 A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. These include details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. They also include particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website. A suitable statement of boarding principles and practice is published by the school.
- 2.17 The standards relating to the provision of information [paragraph 32] and statement of boarding principles [NMS 1] are met.**

#### **PART 7 – Manner in which complaints are handled**

- 2.18 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful, and identifying those relating to the boarding provision.
- 2.19 The standards relating to the handling of complaints [paragraph 33] and NMS 18 are met.**

#### **PART 8 – Quality of leadership in and management of schools**

- 2.20 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met and they actively promote the well-being of the pupils. Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.
- 2.21 The standards relating to leadership and management of the school [paragraph 34] and NMS 13 are met.**

## **THE QUALITY AND STANDARDS OF THE EARLY YEARS FOUNDATION STAGE**

### **OVERALL EFFECTIVENESS: THE QUALITY AND STANDARDS OF THE EARLY YEARS PROVISION**

- 2.22 The overall effectiveness of the early years provision is outstanding.
- 2.23 Due to the excellent levels of care and learning experience that the setting provides, the majority of children under the age of two meet or exceed the level of development that is typical for their age. Individual needs are extremely well-met. The systems in place to identify children with additional needs are appropriate and they are overseen by experienced and well-qualified staff. Children's personal, social and emotional development is given high priority and as a result is excellent. Babies and toddlers separate quickly from their parents and settle easily with their key person. Each child benefits from high quality individual time with adults who ensure that they are safe, happy and secure.
- 2.24 The requirements for children's safeguarding and welfare are fully met. Members of staff are well-aware of their responsibilities regarding safeguarding and have a thorough understanding of how to keep children safe. The outstanding outcomes for children are a result of the knowledgeable, inspiring and highly effective leadership and management that has established rigorous and supportive systems of monitoring, evaluation and assessment. All policies are implemented well and the necessary checks on staff have been undertaken. This ensures that all children receive the best possible support and care.

### **EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT**

- 2.25 The effectiveness of leadership and management is outstanding.
- 2.26 The strong direction provided by the leadership team results in an enthusiastic and strong early years foundation stage team who share an ambitious vision to provide high quality education and exemplary levels of care. Highly effective systems for staff supervision and performance management ensure staff are well trained and continuously improve their practice for the benefit of the children in their care. These measures ensure that staff are extremely well supported in their roles as key people and that any training needs are identified and met. This impacts positively on children's learning and development.
- 2.27 Through comprehensive self-evaluation, and plans for future development, leaders and managers strive to improve the provision for care and learning to ensure that children receive an excellent start to their education. The leadership team are highly effective in overseeing the education plans, staff practices and children's records, ensuring that the curriculum is suitably covered. All children are treated as individuals and are offered a stimulating range of exciting experiences. Planning which arises solely from the child's interests has been recently introduced and is monitored alongside assessment data to ensure that learning experiences are matched to children's individual needs and interests. This ensures that children are very well prepared for the next stage in their learning.
- 2.28 Equality and diversity are promoted effectively, by instilling respect for others, and by celebrating children's differences through their daily activities and routines. Staff act as excellent role models for the high standards of behaviour expected. In this way, even the youngest children respect each other. Room leaders and key people model polite and kind behaviour and the children value each other from a very young age. Robust procedures for safeguarding are fully adhered to across the setting. Staff undertake regular safeguarding training, including training to prevent radicalisation and extremism, and they are highly aware of the actions to be followed if there is cause for concern. Comprehensive documentation and policies ensure that children are kept safe.

## **QUALITY OF TEACHING, LEARNING AND ASSESSMENT**

- 2.29 The quality of teaching, learning and assessment is outstanding.
- 2.30 Staff have a secure knowledge of the age groups they work with. They set high expectations and have an excellent awareness of the range of individual children's needs, which they support extremely well. This means that all children, including those with additional needs as well as the more able, make good and often better progress in relation to their abilities. Staff know the children very well and sensitively engage with them to promote and extend their learning. They ensure that learning is enjoyable, interesting and challenging and meets individual needs and interests. Staff model language effectively for babies and toddlers, and they use books creatively to increase their vocabulary.
- 2.31 Assessment information is continually gathered through photographs and written observations of the children, and is kept carefully in the child's personal electronic learning journal. Parents are able to contribute to this with observations and information from home. Progress checks at two highlight any potential concerns and well-established links with local agencies ensure that advice can be swiftly obtained. Interactions between staff and children are timely and purposeful and help to extend children's understanding and language development. Staff engage with them during routines and activities to maximise opportunities for social and language development. Praise and encouragement are used effectively to help children understand when they are doing well and how to develop.
- 2.32 Parents have good opportunities to learn about their child's progress, through daily verbal feedback and consultation evenings. However, some would value a deeper understanding of the ages and stages of their child's development. Staff recognise and embrace diversity. Stimulating resources used in children's play activities increase their understanding of the world. The children's cultural awareness is deepened through the celebration of various cultural festivals from around the world. High-quality teaching and support ensures that all children from the earliest age are equipped with excellent learning skills, as shown when a staff member sensitively extended the learning of a toddler who was collecting stones by asking what shape they were. The curriculum is underpinned with the characteristics of effective learning which ensures that all children are provided with equal opportunities to develop into enthusiastic and independent learners.

## **PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE**

- 2.33 The personal development, behaviour and welfare of children are outstanding.
- 2.34 Highly positive attitudes to learning and a consistent culture of praise and encouragement foster the development of the children's independence and their sense of curiosity. Children are happy to take risks to succeed in mastering new skills, for example a toddler taking tentative steps when walking over uneven terrain to collect acorns whilst walking in the school grounds. Achievement is valued and celebrated and children are praised when they have a go or succeed by 'wow' moments that are shared with other children, members of staff, and parents, thus raising their confidence. Children demonstrate great confidence in their surroundings, using their increasing mobility and sense of curiosity to access activities, as was observed when a toddler enjoyed picking dandelions, smelling them and blowing the flower heads. Children explore the excellent range of learning opportunities provided both indoors and outside. They relish opportunities to use their imagination, such as when a toddler in the home corner attempted to undress a doll and put it to bed, covering it with a blanket.

- 2.35 Introductory taster visits help new children settle smoothly into the setting's routines and careful consideration is given to preparing children both socially and emotionally for the move to their next class. Parents are fully supported throughout the process and informed of new expectations and routines. The strong key person system ensures warm relationships and close bonds with children and their families. Well-established routines enable children to feel safe and secure emotionally and physically. Staff effectively promote prompt and regular attendance and accurate records are kept. Vigilant staff encourage excellent behaviour. Careful supervision ensures that children treat each other kindly and any incidences of challenging behaviour are quietly addressed, such as reminding children about 'kind hands'. Children of all ages are encouraged to share and take turns. Younger children are content to play alongside each other, sharing resources as necessary.
- 2.36 Important skills for life, such as learning about safety and healthy lifestyles, are introduced to the youngest children. Babies are taught how to use cutlery safely and how to move around the environment with care. Nutritious food and carefully planned menus ensure that children have a balanced diet. Regular time is spent outdoors, in the adjacent play area, and on daily walks through the school grounds, ensuring that children have fresh air and exercise in a safe and stimulating environment. High standards of care and hygiene support the children's personal needs. The children's excellent personal development at this young age ensures that they respect others, which lays the foundations for their contribution to wider society and life in Britain.

## **OUTCOMES FOR CHILDREN**

- 2.37 Outcomes for children are outstanding.
- 2.38 Children of all ages and abilities progress well from their individual starting points. The dedicated leaders and staff provide outstanding care in an environment where children are allowed to be independent and active learners. A high proportion of children meet, and some exceed, the level of development that is typical for their age, thus enabling them to be ready for the next stage of development. Babies respond to their familiar adults, turning towards them when their names are called. They explore their environment with determination and they are able to independently access a range of toys and resources. They delight in throwing and attempting to catch a ball, developing skills for the future. Toddlers are inquisitive and happy. They enjoy sensory experiences and develop fine motor skills when using a cutter and rolling pins in play dough. Children love to play alongside each other, and use a familiar adult as a secure base to grow in independence. They enjoy their learning, and their growing concentration spans demonstrate enjoyment and perseverance. They persist at activities, developing the key skills needed for their next stage of learning extremely well.

## **COMPLIANCE WITH STATUTORY REQUIREMENTS**

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

## **RECOMMENDATION FOR FURTHER IMPROVEMENT**

The school is advised to make the following improvement to its provision for children in the early years:

- Strengthen partnerships with parents by further developing the flow of information in a parent handbook.

### 3. INSPECTION EVIDENCE

- 3.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with the chair and a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings. Inspectors visited boarding houses and the facilities for the youngest pupils, together with the learning support and educational resource areas. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

#### Inspectors

|                      |  |
|----------------------|--|
| Mrs Gwen Caddock     | Reporting inspector  |
| Mr Neil Cufley       | Compliance team inspector (Director of operations and finance, HMC school)                     |
| Mr John Aguilar      | Team inspector (Former principal, SofH school)   |
| Mrs Valerie Holloway | Co-ordinating inspector for early years (Former head of nursery and kindergarten, IAPS school) |