



INDEPENDENT SCHOOLS INSPECTORATE

BREDON SCHOOL

INTEGRATED INSPECTION

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Bredon School

Full Name of School	Bredon School
DfE Number	885/6023
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Email Address	hewittj@bredonschool.co.uk
Head	Mr John Hewitt
Proprietors	Colegios Laude, Spain
Age Range	4 to 18
Total Number of Pupils	228
Gender of Pupils	Mixed (177 boys; 51 girls)
Numbers by Age	4-5: 1 5-11: 23 11-18: 204
Number of Day Pupils	Total: 149
Number of Boarders	Total: 79 Full: 48 Weekly: 31
Inspection dates	06 February 2012 to 09 February 2012

PREFACE

This inspection report follows the *ISI schedule*, which occupies a period of four continuous days in the school. The previous ISI inspection was in January 2008.

The Independent Schools Inspectorate (ISI) is the body approved by the Government for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2010. The range of these Regulations, which replace those first introduced on 1 September 2003, can be viewed through the following link: www.legislation.gov.uk. Search for Independent School Standards Regulations and enter date 2010, to find Schedule 1, Parts 1-7.

Legislation additional to Part 3, Welfare, health and safety of pupils, is as follows.

- (i) The Equality Act 2010 (including race, gender, special educational needs and disability).
- (ii) The School Standards and Framework Act 1998, banning corporal punishment.

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

Under Government arrangements, the inspection of boarding became an integrated part of ISI inspections from 1 September 2011. 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. Boarding inspections were previously carried out by the Office for Standards in Education (Ofsted), Children's Services and Skills. The relevant Ofsted report refers to an inspection in October 2008 and can be found at www.ofsted.gov.uk under Children's social care/Boarding school.

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.

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 pupils aged under three), reports are required to use the**

same terminology ('outstanding', 'good', 'satisfactory' 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 a representative of the proprietors, 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 Jean Marsland	Reporting Inspector
Mr George Fisher	Former Head, HMC school
Mrs Sharon Gleed-Smith	Former Assistant Head, GSA school
Mrs Pamela Simmonds	Former Head, ISA school
Mr Geoffrey Link	Co-ordinating Inspector for Boarding
Dr John Godwin	Head of Department, HMC school
Mrs Lynda Boden	Co-ordinating Inspector for Early Years

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Bredon School is a day school for boys and girls aged four to eighteen, with boarding available from age nine. Situated in extensive grounds, near Tewkesbury, the school opened in 1962 at Pull Court, built in 1873 on the site of an earlier Tudor country house. Pull Court is supplemented by other buildings, including the SMART building constructed in 2009. When first founded, the school catered for pupils who had failed or were unable to take the Common Entrance examination. Subsequently the school has developed an expertise in supporting the all-round education of pupils with a variety of learning difficulties, alongside pupils with none. In 2008, the school was purchased by a Spanish company which also owns a number of schools in Spain. Governance is provided by the proprietors. The present headmaster took up his post in September 2010. In September 2011, the school lowered its age of entry and now takes children from four years of age.
- 1.2 The school aims to treat every child as an individual, to enable each child to reach their maximum academic potential, to offer a comprehensive range of outdoor learning activities and to provide outstanding pastoral care.
- 1.3 At the time of the inspection, there were 228 pupils on roll, of whom 24 were in the junior school (for pupils aged from five to eleven), including one pupil in the Early Years Foundation Stage (EYFS). Years 7 to 11 contained 177 pupils and 27 were in the sixth form. Of these, 149 were day pupils and 79 were weekly or full boarders. Day pupils occasionally take up the option of flexi-boarding. Day pupils come from within a radius of 30 miles. Boarders come from the UK and from overseas, predominantly from Europe, with some from the Far East, and with a number coming from families serving with the Armed Services. The school has a Christian foundation but welcomes pupils from all faiths and none. Pupils come from a broad mix of social and cultural backgrounds. Entry to the school follows the successful outcome of a three day 'guest period' when a pupil's current levels of achievement and learning needs are assessed. The ability profile of the pupils in all sections of the school is lower than the national average with around three-quarters of pupils having an ability that is below average. In the junior school and in the sixth form this is indicated by evidence supplied by the school and in Years 7 to 11 is indicated by the results of standardised tests.
- 1.4 The school has identified 137 pupils as having a special educational needs and/or disabilities (SEND), all of whom receive specialist learning support. Twenty pupils have been identified as having English as an additional language (EAL), one of whom receives additional support. Seventy-nine pupils have statements of special educational need.
- 1.5 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 The school successfully meets its aims. Throughout the school, including in the EYFS, the pupils' achievement is good, including for those pupils with SEND and EAL. The pupils, including those with SEND and EAL, make good and, in some areas, excellent progress in relation to their abilities as a result of the good teaching they receive. The pupils' achievements are extremely well supported by the excellent curricular and extra-curricular provision and, in particular, by the outstanding opportunities for the pupils provided by the school farm and the woodland learning environment. In the EYFS, progress is good in relation to starting points and abilities although, at present, most activities tend to be adult led. At all stages, the pupils' achievements are enhanced by their good attitudes to their studies, by the good skills they develop during their time in the school, and by their almost always excellent behaviour.
- 2.2 The pupils' personal development is excellent throughout all sections of the school. Their spiritual development is strong and they have a well-developed awareness of moral issues. Their social development is excellent and, as they progress through the school, they develop a thorough awareness of cultural issues. They have a clear sense of right and wrong and, at all ages, including the youngest, they demonstrate a high level of mutual respect and support for each other and for all members of the school community. They are willing to take on responsibility and contribute well to the school and to the wider community. In the EYFS, school life is responded to enthusiastically and personal development is characterised by high levels of motivation and confidence, good levels of co-operation in learning and an awareness of the need to maintain good hygiene and to stay safe. The quality of boarding is good and contributes highly effectively to the boarders' all-round personal development. Excellent arrangements are in place for pastoral care and the support for pupils of all ages is highly effective. Arrangements to promote the pupils' welfare, health and safety are good with many examples of excellent practice in the arrangements for health and safety although insufficient regard has been paid to statutory guidance with regard to carrying out and recording the required pre-appointment checks on proprietors.
- 2.3 Throughout the school, the quality of governance is unsatisfactory. The proprietors are keen to see the school develop but they do not give due regard to all aspects of their responsibility to oversee the work of the school or to fulfilling their responsibility to check regulatory matters. The quality of leadership and management is good in all sections of the school and includes excellent links with parents. The senior management team (SMT) are highly committed to supporting the pupils to the full and to ensuring their successful all-round development. A number of initiatives have been put in place to enhance the pupils' learning. However, these are not yet fully effective across the school or across all subject areas. In the EYFS, progress has been made in the recording of children's progress and in planning for next steps although, as yet, this is not fully effective.

2.(b) Action points

(i) Compliance with regulatory requirements

(The range of the Independent School Standards Regulations is available through the link described in the Preface.)

2.4 The school does not meet all of the requirements of the Independent School Standards Regulations 2010, nor of the National Minimum Standards for Boarding Schools 2011, and therefore must:

- carry out the required checks on proprietors that none is barred from regulated activity related to children before they carry out work at the school and ensure that these checks are recorded correctly on the central register of appointments. [Part 4, paragraph 21 6(a)(i),(ii), and (b)(i),(ii),(iii) under Suitability of staff, supply staff and proprietors and NMS 11 and 14.1; and for the same reason Part 3, paragraph 7.(a),(b) and 8.(a),(b) under Welfare, health and safety, Part 4, paragraph 22 (6), 7.(a),(b) under Single central register of appointments].
- ensure that the proprietor undertakes an annual review of the school's child protection policies and procedures and of the efficiency with which the related duties have been discharged. [Part 3, 7.(a) and (b)].

(ii) Recommendations for further improvement

2.5 In addition to the above regulatory action points, the school is advised to make the following improvements.

1. Put in place effective governance to ensure the proprietors' responsibilities for regulatory compliance and for monitoring standards are fully met.
2. Evaluate recently introduced academic initiatives to ensure consistent application of best practice throughout the school and across all subject areas.
3. In the EYFS, develop the curriculum to incorporate more child-initiated activities.
4. In the EYFS, develop further the recording of children's progress and the planning of next steps.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 Throughout the school the quality of the pupils' achievements and learning is good.
- 3.2 The school is successful in fulfilling its aim to enable each child to reach their maximum academic potential. As they progress through the school, the pupils demonstrate increasingly good levels of knowledge, understanding and skills in their academic work and activities. Pupils at all stages speak and listen well and their skills in reading and writing develop successfully. This is particularly true for those pupils with SEND and EAL who show good progress in these areas. The pupils also develop their ability to think logically and independently. They express their views coherently; for example in a sixth form business studies lesson where pupils were explaining the changing structures of businesses effectively. They demonstrate good levels of creativity; for example, in a Year 8 art lesson pupils were stencilling tee-shirts relating to the London Olympics 2012. They apply mathematics successfully in a range of contexts as seen in their careful calculations in technology subjects. ICT is used widely and effectively by pupils, often as an efficient way of making notes, sometimes using touch-pad tablets and voice-activated software. The pupils' physical skills are good and many achieve success in a diverse range of activities. Achievement in the EYFS is good, irrespective of background, ability or individual needs. Numeracy and literacy skills develop well there and concepts such as one more than and one less than and the position of objects are clearly understood, as is sequencing the events in a story.
- 3.3 Individual pupils achieve at a high level in many areas: for example, a cellist in the Hong Kong Youth Orchestra, three medallists in the Independent Schools Athletics Finals, county representation at hockey, badminton and rugby, awards for showing animals, and membership of the Great Britain Polo squad. In addition, pupils achieve success at bronze, silver and gold standard in the Duke of Edinburgh's Award. Pupils leave the school to go on to a wide range of destinations. In 2009 to 2011, around half of pupils went to university or college. Others went on to other schools, the armed forces, took gap years or went into employment.
- 3.4 The following analysis uses the national data for the years 2008 to 10. These are the most recent three years for which comparative statistics are currently available. During that period, results in GCSE have been similar to the national average for maintained schools and have improved. A-level results in the same period have been below the national average in 2009 to 10 and were similar to the national average in 2008. However, the numbers taking such qualifications are small so that any further analysis of the data is unreliable. The levels of attainment at GCSE indicate that pupils make good progress in relation to the average for pupils of similar ability. The performance of pupils with SEND and EAL, in both GCSE and A-level examinations, indicates that, overall, they make good and often rapid progress from their starting points. In the EYFS, good progress is made in relation to the individual child's starting point and abilities. At all stages, lesson observations and examination of the pupils' work confirm these judgements.
- 3.5 As learners, pupils throughout the school feel secure, are mutually supportive, and are respectful of the contributions of their peers. They are not afraid to ask for help and respond well when it is given. Almost all pupils display positive attitudes to learning and in their wider activities. Pupils with a wide range of abilities, from very different backgrounds, settle to work quickly and are willing to learn from one

another as well as from their teachers. In the EYFS, Reception children are well motivated, confident, fully involved, well behaved and chatter animatedly to adults and older children. School life is met with great enthusiasm and enjoyment and learning in the EYFS is characterised by good co-operation as choices and decisions begin to be made.

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

- 3.6 The contribution of curricular and extra-curricular provision throughout the school is excellent.
- 3.7 At all stages, including in the EYFS and in the sixth form, the curriculum is exceptionally broad and balanced, and provides effective coverage of all the requisite areas of learning and beyond. It is entirely consistent with the school's aim to offer a comprehensive range of outdoor learning activities. The curriculum is extremely well planned and flexible enough to be adapted to suit the wide range of abilities and needs of the pupils, fully supporting the school's aim to treat every child as an individual. In the EYFS, the curriculum is excellent overall but does not yet offer enough opportunities for child-initiated activities. At all stages, the provision made for pupils with SEND and pupils with EAL is excellent. The Access Centre provides highly effective support for these pupils and there is a seamless approach to including all such pupils in the curriculum and in the wider activities across the school. An excellent personal, social and health education (PSHE) programme successfully supports pupils' wider development.
- 3.8 Creative skills at all stages are effectively promoted through, amongst others, art, drama and the woodland learning environment; in addition, both junior and senior pupils can study music outside timetabled lessons. Extensive opportunities exist for pupils to develop their physical skills in a wide variety of sports as well as through additional activities such as clay-pigeon shooting and scuba diving. The woodland learning environment and farm both provide outstanding enrichment to the curriculum for pupils throughout the school. Provision for ICT is well-established across the curriculum and is used to engage all pupils in their work, particularly those with specific learning difficulties and disabilities. Pupils at all stages follow excellent programmes in personal, social, and health education and, in the senior school, in careers and citizenship. At GCSE and in the sixth form, the pupils are offered an extensive range of academic, vocational and general courses, with choices carefully tailored to individual pupils' needs and interests. Since the previous inspection, the library has been enhanced and now makes a good contribution to supporting the curriculum, particularly by providing a variety of electronic readers and audio resources which are particularly valued by pupils with SEND.
- 3.9 The curriculum is supported by an outstanding range of extra-curricular activities as diverse as board games, cookery, textiles, funky music, chess and cartoon-film making. A wide variety of trips is provided to theatres, sporting events and, biennially, pupils take part in overseas expeditions with, in 2011, a group of pupils visiting Ethiopia to make links with local communities.
- 3.10 The pupils also benefit from a wide range of links with the community both locally and further afield. The school is a member of the local junior-school cluster for sport. Senior pupils take part in local community service activities as part of the Duke of Edinburgh's Award and also undertake work experience in the local area. The school makes good use of visiting speakers to enrich curricular provision in

areas of personal development. The school has well-formed links with the local church and with schools and nurseries who visit the farm and the woodland learning environment to undertake activities.

3.(c) The contribution of teaching

- 3.11 Throughout the school the quality of teaching is good.
- 3.12 Teaching in all sections of the school is almost always effective in promoting pupils' learning and supports the school's aim of enabling every pupil to achieve their maximum academic potential. To this end, much progress has been made in meeting the recommendations of the previous inspection. Throughout the school, lessons are well planned and based on a very clear understanding of individual pupils' needs and abilities. In the EYFS, staff's knowledge of the individual is excellent and ensures a clear understanding of needs which are well catered for. A stimulating and colourful environment enhances learning, and thinking skills and curiosity are effectively developed through challenging questioning. In all sections of the school, teaching staff make good use of the detailed assessment information available in order to plan the next stages of learning. Teaching is successful in fostering interest and independence and is particularly well targeted to support pupils with SEND and EAL and to meet the provision set out for pupils who have statements of special educational needs. Throughout the school, teaching assistants are used effectively to provide additional support. A number of examples of excellent practice were also seen with regard to the needs of the more able. In these cases extension tasks were planned in advance and pupils were therefore fully challenged; for example in a Year 9 chemistry lesson where an appropriate enrichment activity was provided.
- 3.13 Marking is generally thorough, accurate and frequent and offers helpful advice so that pupils know how well they are progressing in relation to their targets. In some subjects excellent use was made of pupils' self-assessment alongside teachers' marking. Informative oral feedback is often given, as seen in a sixth form physical education lesson where this enabled pupils to re-work and improve their assignments. However, such excellent practice is not yet evident at all stages or in all areas of the curriculum. A scheme to improve the marking of pupils' work has been introduced. This is not yet fully implemented and marking is not consistently effective in ensuring that all pupils know exactly how to improve the quality of their work. A scheme to raise the levels of pupils' literacy has also been introduced but, as yet, this has not been fully evaluated to check its effectiveness.
- 3.14 Teachers are highly committed and have good subject knowledge. Teaching is characterised by concern, kindness and a compassionate, professional care for every pupil. The friendly yet courteous relationships between pupils and staff promote an encouraging environment for learning. Pupils are extremely appreciative of the additional time teachers are prepared to give them outside the lesson. Lessons are usually conducted at a brisk pace. They include a variety of well-chosen tasks mixing collaborative and individual work in ways which foster the pupils' engagement and enjoyment. In the EYFS, activities are mainly adult led with the result that children's learning is not yet sufficiently independent. Throughout the school, resources are usually well used. Some inspirational use of resources was seen, for example in a Year 9 English lesson where this proved highly successful in stimulating pupils' creative writing. In the less successful lessons, the pace of teaching is slower, less effective use is made of resources and there is not always sufficient challenge for the more able. Teachers' classroom management is

excellent, with high expectations of pupil behaviour. Pupils are set an appropriate volume of work for their age and ability, and homework tasks enable them to consolidate and build upon what they have learned in class. A minority of pupils responding to the pre-inspection questionnaire said that their homework does not always help them to learn. This was not borne out by pupils spoken with during the inspection although some did say that teachers do not always stick to the set homework timetable with the result that homework can be spread unevenly across the week.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 Throughout the school, including in EYFS, the personal development of pupils is excellent.
- 4.2 The pupils' self-confidence and self-awareness develop extremely well during their time in the school. They also develop a firm appreciation of the non-material aspects of life. For example, Reception produced an excellent display to depict their understanding of creation and a junior class wrote messages to help Viking warriors in the afterlife. In religious education pupils study all the main religions and learn to respect other faiths and belief systems; for example, in a Year 8 lesson pupils showed an excellent understanding and appreciation of the beliefs of Buddhism. The pupils are emotionally mature for their ages, as shown in their caring and supportive acceptance of one another, and in the way they value each other.
- 4.3 The moral awareness of the pupils is well developed. They have a clear sense of right and wrong which is apparent in the way they treat each other and in their respect for the school rules. As a result, their behaviour is almost always excellent. The pupils display a clear understanding of moral and ethical values. For example, in an inspection interview Year 11 pupils were able to consider thoughtfully which of the characters in *Romeo and Juliet* was most responsible for the tragedy.
- 4.4 The pupils show a high degree of social awareness, which is evident from the youngest age. They interact with each other well and show respect, tolerance and consideration. Their relationships are excellent and they almost always have good strategies to resolve any minor conflicts by discussion amongst themselves. This was well illustrated during a Year 6 lesson in the woodland learning environment where teams had to negotiate how to make hot chocolate. Older pupils readily help younger pupils; for example, Year 6 play with Reception to help them settle in and sixth-form pupils run clubs for younger children. Pupils readily embrace responsibility and willingly contribute to the life of the school, for example in house activities and competitions and as prefects and class captains.
- 4.5 The pupils are well aware of the needs of others beyond school and their charitable work allows them to show initiative in fund raising. They support a wide range of charities including Help for Heroes, Children in Need and a school in Zimbabwe. They develop a good understanding of democracy through elections for school council, the boarding committee and the food committee. They value the chance to serve on these so that the views of pupils may be heard. Pupils gain economic awareness via the PSHE programme where they learn to handle money and, in an English lesson, they were involved in role-play about the cost of repairs to the local church tower.
- 4.6 The pupils' awareness of both western and other cultures is well developed through their work in art, music and drama and through visits to the theatre and to art galleries. They learn about other cultures from their daily contact with pupils from overseas and from special celebrations such as the recent Chinese New Year celebratory meal. It is apparent in the boarding houses as well as during the day at school that pupils from all different faiths and cultures treat each other equally and with respect.

4.7 Throughout the school, the pupils' personal development is excellent in relation to their age. As a result they are well prepared for the next stage of their education and for the opportunities that await them when they eventually leave school. In the EYFS, personal development is characterised by the awareness of the need to make a positive contribution, by the successful development of skills for the future and by learning to lead healthy lifestyles and feeling safe.

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

4.8 The quality of the contribution of the arrangements for pastoral care is excellent.

4.9 Throughout the school, the pupils receive excellent support and guidance, in line with the school's aim to provide outstanding pastoral care. In the EYFS, staff are positive and supportive. Their knowledge is used to good effect to ensure that each child's needs are understood and well catered for. Staff throughout the school are quick to notice and pass on concerns so that pupils can be supported. Pupils can also get support from a counsellor who comes into school each week. In all sections of the school, pupils have very positive relationships with staff. Pupils say they are looked after very well, that they are happy and feel safe at school. A large majority of pupils responding to the pre-inspection questionnaire, and those spoken with, say they are confident to speak to a member of staff if they have a personal difficulty or if they are concerned another pupil may be unhappy. Relationships between pupils of all ages are excellent and they show high levels of tolerance and concern for each other.

4.10 The pupils are encouraged to have a healthy lifestyle and enjoy a wide variety of excellent and healthy food which is available at all meal times. In the EYFS, staff promote welfare, health and safety, providing safe, clear routines and encouraging the eating of healthy meals and snacks. In all sections of the school the pupils have many opportunities to keep fit by taking part in a wide variety of sports activities on most days.

4.11 The school is highly effective in promoting good behaviour and the pupils' behaviour is almost always excellent. Good behaviour is widely rewarded by, for example, post cards sent to their parents and awards such as student of the month. Sanctions for inappropriate behaviour are available but are rarely needed. Pupils with disabilities and difficulties are dealt with sympathetically within the school's requirement for good behaviour. In the EYFS, the behaviour policy is implemented well, resulting in a happy and busy atmosphere where each child benefits from the opportunities provided and where each child's work and interests are valued. A large majority of pupils responding to the pre-inspection questionnaire, as well as pupils met during the inspection, said that the school takes bullying seriously and that any incidents are dealt with immediately. The school has a suitable plan to improve educational access for pupils with special educational needs and/or disabilities.

4.12 Pupils say staff listen to their views. A number of their recommendations have been implemented. For example, morning snacks are now served in the junior classrooms rather than the dining hall and pupils' suggestions for changes to menus have been adopted.

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

- 4.13 The contribution of arrangements for welfare, health and safety throughout the school is good.
- 4.14 In all sections of the school, measures to reduce the risk of fire, including a fire risk assessment and regular fire drills, are carried out with exemplary efficiency and clearly documented. Risk assessments are in place for all aspects of school life, both on site and for external visits, and health and safety hazards are minimised across the school site. There are many examples of excellent practice in the thorough way that these procedures have been drawn up and documented. An effective health and safety committee meets regularly and reacts appropriately to any matters raised. Staff in the EYFS are vigilant in their care and guidance and effectively promote each child's welfare, health and safety by raising awareness of the need to maintain good hygiene and how to stay safe.
- 4.15 The welcoming and efficiently-run medical centre offers 24 hour care and caters well for the needs of pupils who are ill or injured or have special educational needs and/or disabilities. A good number of staff is trained in first aid. Training for all staff in child protection procedures is carried out very thoroughly in all areas of the school and the arrangements for child protection are effectively overseen by the designated staff. The safeguarding policy is carefully detailed in its content and in its day-to-day implementation. However, insufficient regard has been paid to following safeguarding guidance with respect to the required pre-appointment checks on proprietors. The admission and attendance registers are properly maintained and are correctly stored for the previous three years. All the welfare, health and safety recommendations of the previous inspection reports have been fully met.

4.(d) The quality of boarding

- 4.16 The quality of boarding is good.
- 4.17 The boarding experience successfully promotes the boarders' excellent personal development, as shown by their increasing self-confidence, self-reliance, integrity and tolerance as they move up through the school. This is particularly noteworthy in that many of the boarders have SEND and some have been unhappy in their previous schools and, in other circumstances, would not have chosen to board. That they enjoy school and that their self-confidence and self-esteem develop significantly is testament to the excellent work the school does in supporting these pupils. This was borne out by a large majority of boarders who responded to the pre-inspection questionnaire and almost all of those spoken with during the inspection who say that they enjoy boarding and that it has enabled them to achieve success academically, in sport, on the farm or in the woodland learning environment.
- 4.18 Nearly all boarders say they enjoy being part of the boarding community. They make a positive contribution to it by carrying out regular duties within the boarding houses. The most senior pupils assist staff in some duties, for which they are given thoughtful training and support. This helps to ensure the smooth running of the houses, as well as providing boarders with valuable personal experience. Boarders ensure that their views are heard via the boarding committee which meets regularly.
- 4.19 Relationships between boarders of all ages and between boarders and house parents are of high quality and a real strength of boarding. Of the small number of boarders who responded to the pre-inspection questionnaire, a minority said that

boarders do not get on well together; however, from those spoken with during the inspection and from inspection observations it was clear that boarders do get on well together. These excellent relationships are deeply embedded in boarding to the benefit of all. The boarding staff are excellent role models and mutual trust develops between them and the boarders which contributes much to the positive atmosphere in the boarding houses.

- 4.20 In all areas of boarding pupils are well cared for and their individual needs are met, despite many having poor organisational skills. House staff give appropriate support, allied to very effective, stable organisation, which enables pupils to thrive. For example, at the end of the school day, boys in the Junior Landing are encouraged to change into their own clothes and put their school equipment away tidily before being rewarded with cake, which is eaten communally around a table once all the boys are ready.
- 4.21 Regular roll calls encourage boarders to be on time for their various commitments and help to ensure that they are kept safe. A small number of boarders' parents responded to the pre-inspection questionnaire but, of those who did, most said that they are confident that the school keeps their child safe. The boarders are provided with an excellent range of healthy choices at each meal. They have regular opportunities for exercise in the well-appointed gym or in the extensive grounds. The 24-hour medical centre is welcoming and efficiently run, so that boarders are treated appropriately when they are ill or injured or wish to talk to someone about any concerns. The matron also provides a listening ear for any boarder who needs support and a school counsellor is available once a week for them to discuss confidential matters.
- 4.22 The facilities for boarders to take part in sport and other activities are excellent and there is a well co-ordinated and extensive programme of activities during the week. At weekends full-time boarders have a wide-ranging programme, within which there is sufficient time for them to enjoy their own interests and to relax. This programme of activities is greatly appreciated by all the boarders spoken with during the inspection.
- 4.23 At its best, the boarding accommodation is excellent and all is at least sound. The best is light and well decorated with modern comfortable furniture whilst other areas are somewhat tired. A small minority of parents responding to the pre-inspection questionnaire regarded the standard of some of the school accommodation as needing improvement with which inspection findings agree. The school is aware of the need for further improvement; all areas of boarding are covered by a rolling maintenance and redecoration programme.
- 4.24 Boarders are able to contact their families and guardians easily by using computers, mobile phones and landlines. Some find the slow broadband speed an irritation at times. Regular formal reports and informal contact from house parents and others concerned with boarding provide excellent communication. Of the parents of boarders who responded to the pre-inspection questionnaire, a very large majority said that they can easily contact the staff who care for their child.
- 4.25 The arrangements for the welfare and safeguarding of pupils are good. Staffing in the boarding houses is well organised and suitable for the number and needs of the boarders. House parents do not have teaching responsibilities and this ensures that they are a fresh face for boarders at the end of the school day. They are pro-active in their work with the boarders who say they are very well cared for and feel safe

and well supported. The boarders are encouraged to behave well and the management of behaviour is very effective. They say there is very little bullying and that if pupils are unkind to each other staff react quickly to address the matter. Almost all of the National Minimum Standards for Boarding Schools have been met; however, insufficient regard has been given to following safeguarding guidance with respect to the required pre-appointment checks on proprietors.

- 4.26 Boarding priorities are clear and flow from the highly effective leadership and management of those responsible for boarding who are, in turn, supported by a professional and hard-working team of house parents and their assistants. As a result, meticulous planning and documentation underpins all aspects of boarding. The boarding staff are highly committed to continually evaluating and improving boarding provision. Their paramount concern is the effective care of the pupils. All recommendations of the previous inspection reports on boarding have been fully met.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is unsatisfactory.
- 5.2 The proprietors understand the nature of the school and are keen to see it succeed and develop but are only partially successful in supporting the school's aims and in providing oversight of all sections of the school, including the EYFS. They exercise close control of the school's finances and discharge effectively their responsibilities for investment in staff, accommodation and resources. However, the proprietors do not monitor educational standards nor do they discharge their responsibility for ensuring the school meets statutory requirements. They do not carry out an annual review of the arrangements for child protection and for safeguarding pupils, including that all necessary pre-appointment checks are carried out; with the result that insufficient regard has been paid to statutory guidance for the requirement for pre-appointment checks on proprietors.
- 5.3 One of the proprietors visits the school regularly and meets with the headmaster and other members of the SMT. In addition, the headmaster and the bursar visit the company's headquarters in Madrid, usually once a term. In between, they communicate frequently. However, since the proprietors are detached from the routine operations of the school, these discussions are largely confined to the business aspects of running the school. The proprietors hold the headmaster responsible for the financial position of the school but, other than that, there is no system in place to appraise the work of the headmaster, nor for the proprietors to exercise their wider monitoring role. The former owner and principal of the school provides a link between the headmaster and the proprietors and contributes his experience of formerly running the school. He and two other former headteachers comprise the recently-formed advisory board which meets with the headmaster twice a term. They provide him with a valued sounding board and offer informal support, challenge and stimulus for growth and improvement. However, this group is not formally constituted for governance and has no role in formally overseeing regulatory requirements or in monitoring standards.
- 5.4 The school has responded successfully to all the recommendations of the previous inspection reports.

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

- 5.5 The quality of the leadership and management in all sections of the school, including in the EYFS, is good.
- 5.6 At all levels of responsibility, leaders and managers are highly committed to supporting pupils to the full and are successful in supporting the aims of the school. The senior management team has a shared vision of how the school can best meet pupils' needs and works closely together to provide clear and focused educational direction. They are effective in self-evaluation, in setting priorities and in ensuring they are achieved, as reflected in the good quality of the pupils' achievements and the excellent quality of their personal development.

- 5.7 Throughout the school, staff responsible for the pupils' personal development, for boarding and for pastoral care are highly effective and contribute a great deal to the pupils' all-round development. Staff with responsibility for curriculum areas are highly effective in planning ahead, in evaluating the pupils' individual learning needs and in selecting and developing courses to best meet them. Resources are used well to support their learning. A number of initiatives to support the pupils' learning have been put in place and are beginning to be effective although these initiatives are not yet fully established across the school and across all curriculum areas. Those with responsibility for the EYFS have a good capacity to make continuous improvement; however, despite continuing improvement, the recording of children's progress and planning for next steps is not yet fully secure. In response to the recommendations of the previous inspection report, progress has been made in promoting the highest standards of classroom practice and much good, and often excellent, practice is now firmly established. Good progress has been made in upgrading the library and in increasing its use. Good progress has also been made in the development of the use of individual education plans and assessment to support pupils with SEND, and in developing arrangements to support more able pupils. In many areas, projectors and inter-active whiteboards are used to support the pupils' learning although this is not yet consistent across the school.
- 5.8 Management at all levels is successful in securing, supporting, developing and motivating sufficient high-quality staff, in deploying them effectively and in ensuring they are suitably trained for their roles in safeguarding pupils and in welfare, health and safety. The staff are well supported by a detailed induction programme and, following the recommendation of the previous inspection report, by a relevant and highly supportive appraisal process.
- 5.9 In all sections of the school, including in the EYFS, the policies and procedures to ensure the pupils' health and safety are effectively implemented, including the highly efficient way in which entries are made to the single central register of staff appointments. Policies and procedures are regularly reviewed to minimise risk and to promote equality and eliminate discrimination. Throughout the school, resources are managed well, including those outdoors. Most of the accommodation is kept in good order. The welfare, health and safety recommendations of the previous inspection reports have been fully met. However, insufficient regard has been paid to guidance in respect of the required pre-appointment checks on proprietors.
- 5.10 The school has very effective and positive links with parents at all stages, including with the parents of boarders and children in the EYFS. Staff in all sections of the school are easily accessible to parents. The school contacts parents promptly with any concerns that arise and, also, when there is good news to report. For example, house parents email parents about boarders' moments of sporting and artistic triumph. The junior school holds coffee afternoons so that parents can get together and share their experiences and, in the EYFS, daily communication and excellent use of email also help forge close links. Any concerns from parents are promptly dealt with. The school has an appropriate complaints procedure. Any complaints are dealt with in accordance with the procedure.
- 5.11 Throughout the school, parents have a good number of opportunities to be involved in the life of the school and are regularly invited to attend events such as Founders' Day and the catwalk show. The parents are also invited to join the very active Bredon School Parents' Association (BSPA), which runs many social and fund raising events such as horse-racing evenings, salsa dancing and the May Day fete. A small number of parents responded to the pre-inspection questionnaire; but a

large majority of those who did expressed their satisfaction with almost all aspects of the work of the school, in particular the ease of communicating with the school. The parents in the EYFS expressed their appreciation and support for what the school provides. All of these were confirmed by the inspection findings. A small minority of parents said that the school has not provided worthwhile help for pupils with SEND or appropriate support for very able pupils. The inspection found that the support for pupils with SEND is excellent. The diverse use of the access centre to meet these pupils' individual needs is a strength of the school's curricular provision. The inspection found that the needs of more able pupils are supported through the extensive range of choice in courses offered, through setting by ability in a number of subjects and, often, through the provision of extension activities in class

- 5.12 Parents of current and prospective pupils are provided with all the required information about the school, with all key documents being easily accessible on the school's website. Much other useful information is also available there including details of forthcoming events and arrangements, pupils' activities and sample menus, and news. Excellent information is provided for parents at key transitional points, for example when the pupils move into the sixth form, and for parents of boarders. The headmaster's letters, sent to parents at the end of each half-term, provide further information about the school and its activities. The parents receive regular feedback on their child's work and progress, both in person at the twice-yearly parents' evenings, in the effort grades sent home each half term and in the written reports sent home twice a year. These reports are of good quality and give useful information about progress made and helpful targets for improvement.

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