



**Focused Compliance and Educational Quality Inspection Report
For Schools with Residential Provision**

Reddam House Berkshire

October 2022

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School's Details

School	Reddam House Berkshire			
DfE number	872/6001			
Early Years registration number	EY495544			
Address	Reddam House Berkshire Bearwood Road Berkshire RG41 5BG			
Telephone number	01189 748300			
Email address	r.cross@reddamhouse.org.uk			
Principal	Mr Rick Cross			
Proprietor Chair of governors	Mr Nick Wergan			
Age range	0 to 18			
Number of pupils on roll	762			
	Day pupils	669	Boarders	93
	EYFS	144	Juniors	195
	Seniors	304	Sixth Form	119
Inspection dates	11 to 13 October 2022			

1. Background Information

About the school

- 1.1 Reddam House Berkshire is an independent co-educational day and boarding school. It has been owned by the Inspired Education Group since 2015. It is overseen by a board of governors.
- 1.2 Boarding provision is available from the age of 11 years, and the boarders are accommodated in three boarding houses within the school grounds.
- 1.3 Since the previous inspection, the school has increased boarding provision, installed a new all-weather pitch and created a sixth-form centre. A new principal was appointed in September 2021.

What the school seeks to do

- 1.4 The school seeks to enable pupils to develop independence and to work hard in the belief that success is in their own hands. It aims to encourage pupils to develop a love of learning and to develop the self-discipline that provides the bedrock for success. The school strives to value pupils as individuals and to provide support and advice at each stage of their school career.

About the pupils

- 1.5 Pupils in the school come mainly from professional working families living within a 10-mile radius of the school. One-sixth of pupils are boarders who are mostly from overseas. Nationally standardised test data provided by the school indicate that the ability of pupils is average overall. The school has identified 118 pupils with special educational needs and/or disabilities (SEND) of whom 96 receive specialist support. There are no pupils in the school with an education, health and care plan. There are 94 pupils identified as having English as an additional language, 70 of whom receive additional support in this regard. The curriculum is modified for those pupils identified as the most able.

2. Regulatory Compliance Inspection

Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014, including the National Minimum Standards for Boarding ('boarding NMS'), where applicable. Inspections of schools with early years settings not requiring registration also report whether the school complies with key provisions of the Early Years Foundation Stage (EYFS) statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, inspections report 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. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

ISI inspections are also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

This is a FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY. The FOCUSED COMPLIANCE inspection 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. In this focused compliance inspection, key standards have been inspected in detail. These are the standards on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety; arrangements to check the suitability of staff; the provision of information; the handling of parents' complaints; and other related aspects of leadership and management. The remaining standards and requirements are deemed to continue to be met unless evidence to the contrary has been found.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

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 standards 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 2022, 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's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 In the senior school, the school's GCSE and A-level results in the years 2018 to 2022 confirm that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.4 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. Boarders have access to a suitable programme of activities.
- 2.5 Pupils receive relationships education in the junior school and relationships and sex education in the senior school, except in so far as they are lawfully excused. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 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. Boarders are supported to develop good relationships with fellow pupils and staff which are based on mutual trust and respect. Any prefect system operating in the school is suitably managed.
- 2.8 The standards relating to spiritual, moral, social and cultural development [paragraph 5] and NMS 13, 17 and 21 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. 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 3, 5–12, 15, 16 and 20 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 and the school's arrangements for guardianship are suitably managed.
- 2.13 **The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] and NMS 19 and 22 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 pupils' 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 4 and 7 are met.**

PART 6 – Provision of information

- 2.16 A range of information is published, provided or made available to parents, inspectors and the Department for Education. This includes 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. It also includes 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 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 14 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 2 are met.**

3. The quality and standards of the Early Years Foundation Stage

Overall effectiveness: the quality and standards of the early years provision

- 3.1 The overall effectiveness of the early years provision is outstanding.
- 3.2 The high-quality curriculum, planned thoroughly following each child's interests, is recorded on boards in each room demonstrating how learning develops. The curriculum is extremely well implemented in order to meet the unique needs of each child and is regularly monitored and evaluated by leaders to fully understand its impact on learning.
- 3.3 All children are well provided for with high quality care and excellent curriculum provision. The support for children with specific emerging needs is excellent. Such needs are thoroughly monitored, and information is shared with parents to provide a consistent approach in supporting each child. Regular meetings with parents and outside agencies enable these children to achieve extremely well.
- 3.4 Excellent progress is made by all children in their learning and development relative to their starting points. They are well prepared for the next stage of their education by caring practitioners who know each child's needs particularly well. Each transition is planned with a high degree of care.
- 3.5 Relationships formed between the children and their key persons are strong and positive. Children are especially kind towards one another and their practitioners. They take responsibility for looking after property and engage in a wide range of activities. Children display high levels of personal and emotional security, consistently demonstrating that they feel happy.
- 3.6 Requirements for children's safeguarding and welfare have been rigorously met and are monitored regularly by leaders who are highly committed to the safety of each child. Daily checks are taken, and numbers recorded when children go out for their walk. Safeguarding information is displayed in all rooms identifying the safeguarding leads and procedures. There is a strong culture of shared responsibility throughout the setting by practitioners who fully understand how to protect children and ensure each child is safe and cared for.
- 3.7 Leaders evaluate practice based on their full understanding of the EYFS requirements and knowledge of how each child learns. This enables them to plan a secure way forward for all children so that they make excellent progress.

Quality of education

- 3.8 The quality of education is outstanding.
- 3.9 The high-quality curriculum design and learning intentions are centred on each child being valued and well understood. This understanding of each child as a unique individual is gained through the effective collaboration between practitioners and parents and observations of the child's needs and interests. Prior to starting, resources familiar to the children are provided to support their settling in. Suitable educational programmes are monitored rigorously enabling leaders to be confident that intentions are fully met, and that each child is provided with challenge appropriate to their level of development. There are no children who receive additional funding.
- 3.10 The stimulating environment meets each child's needs and interests, providing them with opportunities to build on previous knowledge through engaging learning experiences. A child's role in contributing to learning is highly valued, with every opportunity being taken to implement their ideas and extend learning. When exploring resources, children show a clear interest in cause and effect, which practitioners include in their planning.
- 3.11 Practitioners spend valuable time with each child assessing the impact of their learning, thus understanding how it needs to progress, and preparing them for future success. Parents and practitioners work in partnership to decide the appropriate time for a child to move to the next stage,

based on their emotional and social readiness. Practitioners are thorough as they prepare each child for transition.

Behaviour and attitudes

- 3.12 Behaviour and attitudes are outstanding.
- 3.13 Children engage happily during their time to play and explore their environment, accessing many high-quality resources. Their desire to learn is evidenced by their excellent motivation and curiosity as they deepen their knowledge and skills, becoming confident learners. A child hiding in a big cardboard box takes his favourite toys showing initiative. Children using skills from previous experiences of handling dough, confidently roll clay between their hands. They make successful attempts to use the one-handed tools needed for cutting clay.
- 3.14 Children are active learners who show great enthusiasm and a particularly strong desire to find out more. They love to concentrate for extended periods of time. One toddler proudly arrived at the setting carrying his own bag and attempted to unzip his coat. Although challenging, he kept on trying until he was successful. Children under two follow instructions and make themselves understood using simple words. Three-year-olds recognise initial sounds in words when discussing the day of the week and demonstrate their skill in using rhyming words.
- 3.15 Children demonstrate they are creative thinkers as they develop their own ideas. When investigating and experimenting, they choose their own way and make excellent links between objects. A baby shares a book with a practitioner, pointing at the pictures and making the sounds of the animals as he matches toy animals with the pictures. Older children use their imagination and share their own ideas about who they would be if they were wearing a magic hat. They think critically as they experiment with large blocks to build a tractor and drive it to the imaginary beach. Staff encourage the children to think carefully about the challenges they encounter, enabling further success.
- 3.16 Practitioners regularly update information about the children's activities and progress, through the online learning journal. Parents also share their child's successes from home. Both practitioners and parents recognise the importance of routines and the need for prompt arrival at school. These strong partnerships foster the children's attendance and encourage excellent habits for future learning.

Personal development

- 3.17 The personal development of children is outstanding.
- 3.18 High quality curriculum provision and excellent care practices ensure that each child receives effective support for their emotional security and character development. Their opinions are of the utmost importance to practitioners and each child is well-known. As a result of such care, children build positive relationships and manage their own feelings well. After sleep time children enjoy a drink of milk, feeling secure when recognising their own bottle or beaker.
- 3.19 Practitioners provide opportunities for children to develop greater independence. At teatime, children show their increasing independence and build confidence as they find their chair, and at snack time as they pour their own milk.
- 3.20 The excellent care and encouragement provided by all practitioners enable children to become secure physically and emotionally, trying new activities and taking appropriate risks to succeed. Children enjoy success as they negotiate obstacles to reach a favourite book or toy. Practitioners demonstrate consistent and conscientious commitment as they support the children, fostering high levels of self-esteem.
- 3.21 Well-established systems are responded to positively by each child. Such known routines enable familiarity and security for all children. Practitioners' responses are especially warm and supportive when children need extra reassurance, promoting their well-being.

- 3.22 There are excellent opportunities for children to be physically active within a safe environment. When playing outside, children gain a secure understanding of the need to be careful as they manage risk. Outdoor learning is of the utmost importance. However, opportunities to further enhance gross motor skills in the outdoors are limited. Allergy needs, and food preferences, are extremely well catered for, ensuring a high level of safety for all children.
- 3.23 Practitioners have an excellent awareness of their responsibilities to keep children safe and have a secure knowledge of the importance of the setting's policies and procedures. The setting consistently meets the EYFS statutory requirements for safeguarding, welfare, learning and development, through continuous training accessed by practitioners who are fully up to date with current statutory requirements, including safeguarding and paediatric first aid.
- 3.24 Hygiene practices meet the personal needs of each child and are implemented well. Practitioners help children wash hands before, and faces after, meals encouraging them to do it independently. Children know this is an important routine at mealtimes.
- 3.25 Children learn important values such as gentle hands, walking feet and kind hearts, and say thank you at mealtimes. They are respectful and caring. They show enjoyment as they share together when looking at family photographs and make their own decisions about fruit at snack time. These excellent attitudes are modelled by practitioners and prepare the children well for life in modern Britain.
- 3.26 The setting celebrates many festivals for example Chinese New Year and Diwali. As children play together with children from different cultures, they develop a greater understanding of diversity.

Leadership and management

- 3.27 Leadership and management are outstanding.
- 3.28 Leaders' commitment to providing consistently excellent care and education for all children, ensures each child accesses high-quality learning opportunities and is extremely happy and well cared for. Policies, practice and values are shared by leaders and managers who are fully committed to an ambitious vision for future development. However, the Early Learning School policies do not always provide clear links to requirements of the EYFS framework, or to other school policies.
- 3.29 Opportunities for professional development which builds knowledge are provided for all practitioners. A recent online seminar about children seeing things differently from adults improved practitioners' professional knowledge, leading to more mindful open-ended questioning. This had a positive impact on children's outcomes.
- 3.30 Leaders and managers are fully committed to the well-being of the practitioners. Through high-quality supervisions all staff are extremely well cared for. All practitioners feel the support they receive is of a high standard.
- 3.31 Support systems for all children ensure their individual needs are particularly well met. Leaders work closely with practitioners to ensure that each child, including those with SEND, receive high-quality care and education. Early intervention is extremely important to all practitioners who are committed to meeting each child's needs.
- 3.32 Positive relationships between leaders and children, parents and local services ensure that children receive excellent care and education. The recommendation from the previous inspection is being implemented, as part of a focus on providing greater communication with parents. Parents have been invited to offer suggestions about what information they would like to see in the parent handbook currently being developed. Questionnaire responses show that the parents believe that the setting treats all children fairly, and actively promotes values of respect.
- 3.33 Governors are diligent in their responsibilities. They oversee provision to ensure that the children are safe and cared for. The EYFS governor is a regular visitor to the setting, recognising the value of its provision. Staff appreciate this governor's support.

3.34 Leaders ensure a high level of safety so that each child remains secure and happy. They fulfil their statutory duties rigorously, for example, under the Equality Act 2010 and other duties, and in relation to the Prevent strategy, safeguarding and safer recruitment.

Compliance with statutory requirements

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

Recommendations for further improvement

The school is advised to make the following improvements to its provision for children in the early years.

- Ensure that the Early Learning School policies show clear links to the EYFS framework
- Enhance opportunities for children to further develop their gross motor skills by increasing the variety of age-appropriate resources for use in the outdoor environment.

4. Educational Quality Inspection

Preface

The **EDUCATIONAL QUALITY** inspection reports on the quality of the school's work. It focuses on the two key outcomes:

- The achievement of the pupils, including their academic development, and
- The personal development of the pupils.

The headline judgements apply one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'.

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school.

Key findings

4.1 The quality of the pupils' academic and other achievements is excellent.

- Pupils have excellent knowledge and understanding of all areas of the curriculum.
- Pupils develop effective skills in communication, they are articulate, listen with respect and are able to present their ideas coherently and with enthusiasm.
- Pupils gain strong confidence and skills in the wide variety of extracurricular activities available to them and through participation in local and national competitive events.
- Pupils have a positive attitude to their studies and an outstanding work ethic which enhances their experience both inside and outside the classroom.

4.2 The quality of the pupils' personal development is excellent.

- Pupils show a high level of maturity in their relationships with each other and the staff.
- Pupils have a well-developed understanding of their roles and responsibilities and the effect of their own actions on the community.
- Pupils develop a secure sense of self-worth throughout their time in the school.
- Pupils are acutely aware of the importance of respect and tolerance and the inclusion of all.

Recommendation

4.3 The school is advised to make the following improvement.

- Enable pupils in the senior school to apply their communication skills more fully in pupil-led activities.

The quality of the pupils' academic and other achievements

4.4 The quality of the pupils' academic and other achievements is excellent.

4.5 In the junior school, pupils make excellent progress, almost all pupils meeting national expectations in mathematics and English and a number of pupils exceeding these. Pupils' attainment at GCSE in 2022 was strong with half of all results achieving the top grades, 9–7. Similarly, at A level, the number of results achieving the top grade was above the national average in 2022 and three-quarters of grades were A*-B. This performance was mirrored in the centre- and teacher-assessed grades in 2020 and 2021. Data analysed suggest almost all pupils attain grades higher than expected for those of their ability and that pupils with SEND or EAL achieve in line with their peers. This high level of attainment is a consequence of the pupils' exceptional attitudes to learning, supported by teaching which shows

a high level of subject knowledge combined with excellent learning resources and for pupils with SEND or EAL, teaching that reflects an informed awareness of their individual need. The high level of attainment of all pupils reflects the clear direction set by the school's leaders and this is something parents commented on favourably in the questionnaires.

- 4.6 Pupils display excellent knowledge and understanding driven by a well-structured learning environment. The pupils' excellent progress is supported by the formal system of testing, target setting, evaluation and feedback in place from Year 4, which pupils appreciate, and understand. In Reception, children demonstrated their modelling skills as they manipulated their malleable material and shaped it into an active person for example, a ballet dancer. They demonstrated excellent skills of observation as they determined what parts of the body they needed to form. In Year 6 science, pupils made excellent progress in their understanding of the digestive system using scientific vocabulary. Pupils in Year 7 were knowledgeable and inquisitive about transplants, showing their understanding of the biological concepts underlying the procedure and discussing their ideas with enthusiasm and confidence. Pupils in Year 12 engaged intelligently about the complexity of hydrogen bonding using accurate scientific language and extending their knowledge.
- 4.7 Pupils of all ages respond extremely positively to teachers' high and consistent expectations, developing their knowledge and understanding. In responses to the questionnaires the vast majority of parents agreed that teaching enabled their child to make progress and almost all pupils agreed that their teachers had good subject knowledge and that they knew how to help them to learn. This was supported in lesson observations during the inspection.
- 4.8 Pupils display excellent communication skills. They are articulate, contributing to class discussions and listening carefully to their peers. Extended writing skills develop throughout the school along with a love of reading, as seen in essays in history and English and the reading diaries kept in Year 8. They are confident speakers and there is focus on debating skills in lessons and in extra-curricular activities.
- 4.9 In the junior school pupils display confidence in reading and in writing for a range of purposes including scientific writing in Year 6 and answering comprehension questions in humanities subjects in Years 4 and 6.
- 4.10 In the senior school, teachers put a high premium on oral skills, and these are honed through effective teaching and enhanced by the many opportunities to speak in public; in elections for house, school council or head of school positions or in the opportunities to give talks, on a subject of choice called Red Talks in assemblies. An emphasis on longer written work is maintained through subjects such as English, history and geography. In lessons excellent communication skills were observed in Year 8 Spanish where pupils used the target language effectively when interpreting a passage about statistics of mobile phone use. In Year 12 theatre studies pupils understood differing methods of communication as evidenced by both spoken and body language. However, in lessons observed in the senior school there were limited opportunities for pupils to extend their communication skills in pupil-led activities.
- 4.11 Pupils apply numeracy skills across different areas of the curriculum, with an excellent level of confidence and understanding. Children in Reception competently made tallies on white boards by throwing counters, the tally mark being recorded with respectful support from their peers. In Year 6, strong numeracy skills are evident in a range of subjects including history where pupils had sequenced BC and AD dates and used their knowledge of Roman numerals to order historical events.
- 4.12 In the senior school there is regular reinforcement of the basic mathematical skills in the younger years which improves attainment. Mathematics competitions and challenges are well advertised and promoted, and pupils respond enthusiastically and further develop their skills and passion. Pupils in Year 10 made rapid progress when adding algebraic fractions and in physics in Year 12, pupils showed effective skills of numeracy when calculating resistance and drawing graphs for a thermistor.
- 4.13 Pupils' Information, communication and technology (ICT) skills are excellent. Pupils have their own devices from Year 5, with students in Year 3 and 4 having access to devices to support their learning.

ICT is effectively embedded in the curriculum as seen in the junior school where Year 3 pupils showed excellent progress in creating animations linked to their work on Ancient Egypt.

- 4.14 Pupils in Years 7 to 13 use their laptops with ease and these form an integral part of their day-to-day learning. In a Year 8 French lesson, pupils used their ICT skills to competently annotate notes and to complete class exercises including a matching game. Pupils studying coding make good progress. In Year 9, pupils demonstrated effective recall of computing code commands and variables including nuanced ideas about why variables should be used. Pupils in year 13 independently used skills to create apps, for instance for use in the boarding house as part of EPQ project work.
- 4.15 From Reception, where children start to learn how to self-correct their work, pupils' study skills start to develop well. Pupils in Year 4 demonstrated excellent skills in creating their own comprehension questions from a text. In Year 10 English, pupils were very good at teasing out the key points of a passage from *Of Mice and Men* by Steinbeck, being clear about a process known as content, context and argument.
- 4.16 From Year 4 pupils benefit from the regular cycle of testing followed by reflection of their results and the use of exemplar material to further their knowledge. In interviews pupils said that this constant revision and reinforcement coupled with the one-to-one tutorial periods enables them to develop their own learning style and enhance their examination technique. This was seen in pupil files where feedback on the cycle tests is used to consolidate knowledge and understanding and to inform further improvement. Pupils speak highly of the support given by teachers both in and out of the classroom, by subject teachers and the academic support department. Boarders in particular value the extra academic support provided in the evenings, a reflection of the intuitive management of boarding. In the questionnaire responses an overwhelming majority of parents said that the school equipped their children with the team working, collaborative and research skills they need in later life.
- 4.17 Pupils' academic and other achievements are excellent. Many pupils participate in a wide range of extra-curricular activities linked to the school's aims for excellence in academics, sport and performing arts. Pupils enter a wide variety of competitions in which they achieve notable success: national poetry competitions, public speaking, computing, dance, art, mathematics and music competitions. Sports teams consistently achieve success in regional and local competitions with a large number of pupils selected to represent the county in a variety of sports. Many pupils achieve bronze, silver and gold awards in the Duke of Edinburgh's Award (DoE) scheme. Pupils from the Combined Cadet Force (CCF) have been the Lord Lieutenant's cadet in the last few years. Pupils participate in many musical activities through choirs, orchestras, bands and ensembles and enjoy success in such competitions as the ISA Young Musician of the Year, and in Associated Boards of the Royal Schools of Music (ABRSM) examinations. They enjoy the learning process involved in the preparation and performance of the many drama and dance productions throughout the school year.
- 4.18 Pupils demonstrate an excellent attitude toward their learning. They come to lessons prepared and take an active part in all activities. They are reflective learners and gain much from analysing their work and taking the initiative to improve the standard. They are supportive of each other and work well collaboratively within groups and within the class.

The quality of the pupils' personal development

The quality of the pupils' personal development is excellent.

- 4.19 The school's leaders and governing body have been highly successful in building a community in which all pupils are able to develop strong personal characteristics based on the values of the school.
- 4.20 Pupils have a high level of self-understanding demonstrated by their confidence in problem solving and having an aspirational approach to their learning. They understand the importance of taking responsibility for their own development academically and pastorally and the value of the support of others.

- 4.21 Pupils are confident and resilient individuals. They want to learn and make the most of themselves, looking ahead positively to what they can achieve. In Year 6, pupils reflected on characteristics to describe themselves in a positive way outlining their strengths. In Year 11, a discussion in French about professions led to pupils reflecting on their values and those of the school and how these would shape their choice of career. Pupils constantly and purposefully discuss ideas and reflect during the opportunities given in personal, social and health education (PSHE), one-to-one tutorials and assemblies.
- 4.22 The ability of the pupils to make positive decisions with regard to their learning, personal development and relationships, is excellent. This is facilitated within the formal curriculum by the structure of lessons and the many opportunities for pupils to receive feedback. Pupils are confident in their decision making and are prepared to attempt challenging tasks within a supportive environment. In all aspects of the curriculum, they make well thought-through decisions, confident that if mistakes are made, they can learn from them.
- 4.23 Pupils are actively involved in decision making around the school. They engage in committees, such as the school judiciary and the school council which are pupil-driven. Many activities in CCF and DoE are pupil-led helping the pupils to make a direct link between their decisions and the consequences. Decisions made by the junior school council have resulted in the purchase of additional playground equipment and the introduction of playground monitors to care for this, and so pupils gain a sense of their own influence and responsibility for considered change.
- 4.24 The calm and purposeful atmosphere of the school and the beautiful buildings and parkland provide a backdrop against which the pupils gain time for reflection, with nature walks and time outside giving them a strong appreciation for the non-material aspects of life. They know and understand the values of the school which permeate every aspect of their life. Pupils' development of spirituality is highly advanced as evidenced in extended writing in history and English and artwork on display in school. Older pupils were observed maturely reflecting on an art display based on the work of an indigenous Australian artist. Pupils in Year 5 displayed a sensitive appreciation of a piece of body percussion music, describing their feelings and listening to one another's ideas.
- 4.25 Pupils distinguish right from wrong and take responsibility for their own behaviour, reflecting the culture of the school. On the rare occasions when any misbehaviour or unkindness is detected, pupils are confident that it will be dealt with appropriately. The behaviour policy is understood by all and is based on restorative approaches, reinforced by the school's values which are known and understood by all. Pupils indicate that they understand why sanctions are applied and they appreciate the need for them. The transparent system of sanctions allows pupils to offset demerits by undertaking work in the community, further establishing their appreciation of their responsibilities towards others.
- 4.26 Pupils understand the importance of the community in school and in the wider world. They work willingly with others either as part of a team or as a leader. They enjoy actively seeking solutions to problems and putting a strategy in place to achieve their goal.
- 4.27 Year 6 pupils showed excellent collaborative skills discussing a learning charter reflecting rights, responsibilities, rewards and consequences. They presented potential scenarios and challenged one another's understanding of the different aspects of the charter. In the senior school pupils engage positively with moral and social causes such as Black Lives Matter, Everyone's Invited and Pride without prejudice or cynicism. They work together on performances in drama, music and dance as well as on the sports field. CCF and DoE provide further opportunities for teamwork as do the numerous committees that the pupils are involved in. The strong leadership of the boarding community encourages boarders to enjoy the company of others from around the world and work together in the boarding houses to plan weekend activities.
- 4.28 There is an ethos of respect, support, kindness, and openness across the entire community, where pupils value their relationships with individuals and groups and make a positive contribution to the school and local community.

- 4.29 Many pupils are active in charitable work and the school runs, with pupil support or leadership, several charity events during the year. Recent fundraising for a mental health charity and a charity for underprivileged children has raised significant sums and given pupils an insight into the needs of others less fortunate than themselves.
- 4.30 There is a strong pupil leadership team, with a core judiciary of Year 13 pupils who lead a variety of sub-committees run by other pupils. All pupils in Year 9 and 6 sit on a committee and gain experience of working as part of a team and in solving problems. These committees function as a most effective pupil voice, collectively demonstrating high levels of social awareness. This then empowers the pupil leaders to act on a variety of issues that are important to the pupil body, such as anti-bullying, activities, charity events and food menus.
- 4.31 The opportunities offered by the effective house system, through leadership positions of house captain in the day school and in the boarding house and the roles of peer mentors, furthers the pupils' understanding of their responsibilities within the school community.
- 4.32 Pupils have a well-developed understanding of the importance of tolerance and respect for all. Their interactions with staff and other pupils are courteous and based on mutual respect on all sides. In response to issues in wider society such as Black Lives Matter, every pupil in the senior school has made a positive comment and the key words have been made into a mural surrounding a central piece of art. Pupils directly involved in this project gained much from the experience and the involvement of the whole school led to a wider understanding of the key issues involved.
- 4.33 Pupils show an excellent understanding of diversity in what is an extremely diverse school. Whether it is by age, gender or nationality pupils interact positively and without prejudice. The school celebrates the multicultural values of the boarding community with themed days. The inclusivity of the boarding community enhances this aspect of understanding.
- 4.34 Pupils feel safe in the school environment, both physically and emotionally. They are confident that any concerns that they might raise related to issues in school or outside school will be listened to and dealt with appropriately and discreetly. They state that staff will always listen and be available for them, and they value the access to an anonymous online reporting system where concerns are responded to immediately and action taken. Pupils are also aware of the support network that exists to enable them to care for their own mental health and that of others. Wellbeing lessons and the opportunity to take part in activities such as Yoga, support their mental health. Pupils have a very good understanding of the role of exercise and diet in staying fit and healthy.
- 4.35 Almost all the pupils in their questionnaire responses agreed that the school is a safe place to be and that they understand how to stay safe online. Similarly, high satisfaction rates were reflected in the parental questionnaire. This is because the school's leaders regard their pupils' safety and wellbeing as the highest priority and have excellent systems and measures in place including high quality pastoral structures, mental health first aiders, and regular online safety training

5. Inspection Evidence

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

Inspectors

Dr Ruth Weeks	Reporting inspector
Mr Steven Winter	Compliance team inspector (Head, Society of Heads school)
Mrs Elizabeth Andrews	Team inspector (Former head, IAPS school)
Mr Stephen Yeo	Team inspector (Former head, HMC school)
Dr Guy Roberts	Team inspector for boarding (Assistant head, HMC school)
Mrs Angela Russell	Co-ordinating inspector for early years (Former head, IAPS school)
Miss Sally Donaldson	Team inspector for early years (Head of Kindergarten, HMC school)