



INDEPENDENT SCHOOLS INSPECTORATE

INTEGRATED INSPECTION

REED'S SCHOOL

INDEPENDENT SCHOOLS INSPECTORATE

Reed's School

Full Name of School	Reed's School	
DfE Number	936/6009	
Registered Charity Number	312008	
Address	Reed's School Sandy Lane Cobham Surrey KT11 2ES	
Telephone Number	01932 869050	
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Email Address	hmsec@reeds.surrey.sch.uk	
Head	Mr Mark W Hoskins	
Chair of Governors	Mr Ian Plenderleith CBE	
Age Range	11 to 18	
Total Number of Pupils	660	
Gender of Pupils	Mixed	
Numbers by Age	11-16:	420
	16-18:	240
Number of Day Pupils	Total:	575
Number of Boarders	Total:	85
Inspection Dates	18 Nov 2014 to 21 Nov 2014	

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 October 2010.

The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2010, as amended. The range of these Regulations, which replace those first introduced on 1 September 2003, can be viewed on the website www.legislation.gov.uk. Additionally, inspections will consider the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment introduced by the School Standards and Framework Act 1998.

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

This 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. Until September 2011, Boarding inspections were carried out by the Office for Standards in Education (Ofsted), Children's Services and Skills.

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

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

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

Both Ofsted and ISI inspect and report on the Independent School Standards Regulations. However, they apply different frameworks and have different criteria for judging school quality that are suited to the different types of schools they inspect. Both use a four point scale when making judgements of quality but, whilst the ISI terminology reflects quality judgements that are at least equivalent to those used by Ofsted, they also reflect the differences in approach. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement on each aspect of the school's work at the beginning of each section. **These headline statements must include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory', and where Achievement is 'exceptional' that term may be used for the top grade.** Elsewhere in the report, inspectors may use a range of different adjectives to make judgements. **For EYFS registered provision (for pupils aged under three), reports are required to use the same terminology ('outstanding', 'good', 'requires improvement' and 'inadequate') as Ofsted reports.**

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with senior members of staff and with the chair of governors and another governor, 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

Dr Joe Tierney	Reporting Inspector
Dr Nicholas England	Co-ordinating Inspector for Boarding
Mr Ken Adams	Team Inspector (Director of Studies, The Society of Heads school)
Mr Bill Chadwick	Team Inspector (Deputy Head, HMC school)
Ms Pat Clayfield	Team Inspector (Head, ISA school)
Mrs Kate McCarey	Team Inspector (Former Assistant Head, HMC school)
Mr John Parsonage	Team Inspector (Former Head of Department, HMC school)
Miss Lucy Pearson	Team Inspector (Head, HMC school)
Mr Gareth Price	Team Inspector (Head, The Society of Heads school)
Mr Timothy Weston	Team Inspector (Head of Department, HMC school)

CONTENTS

	Page
1 THE CHARACTERISTICS OF THE SCHOOL	1
2 THE SUCCESS OF THE SCHOOL	3
(a) Main findings	3
(b) Action points	3
(i) Compliance with regulatory requirements	4
(ii) Recommendations for further improvement	4
3 THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS	5
(a) The quality of the pupils' achievements and learning	5
(b) The contribution of curricular and extra-curricular provision (including community links of benefit to pupils)	6
(c) The contribution of teaching	7
4 THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT	9
(a) The spiritual, moral, social and cultural development of the pupils	9
(b) The contribution of arrangements for pastoral care	10
(c) The contribution of arrangements for welfare, health and safety	10
(d) The quality of boarding	11
5 THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT	13
(a) The quality of governance	13
(b) The quality of leadership and management, including links with parents, carers and guardians	13

1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Reed's School is a day and boarding school for pupils aged from 11 to 18; boys occupy the full age range and girls are admitted in the sixth form. Pupils enter the school at 11, 13 and 16, with the school setting its own tests for entry in Year 7 and Year 9. The ability profile of the school is above the national average, with almost all pupils being at least above average ability, and around one in three being well above average ability. Pupils in the sixth form are slightly above the national average for pupils in full-time education, with a fairly wide spread of abilities represented.
- 1.2 The aim of the school is to provide a high-quality education during which each individual pupil's strengths, potential and interests are identified and developed. The well-being of the pupils and their all round academic advancement shape and inform all aspects of education at Reed's. Pupils are encouraged to work hard and enjoy the process of learning in order to make the most of their talents in a variety of areas: academic, cultural, artistic, spiritual and sporting. The Foundation remains at the heart of the school, whereby ten percent of pupils have lost the support of one, or both parents. The Foundation shapes the ethos of the school, which aims to educate each child within a supportive environment so that its pupils develop into confident, articulate and happy young men and women who go out into the world with a determination to improve it.
- 1.3 Reed's School was founded as an orphanage in 1813 by the Reverend Andrew Reed and was a Foundation boarding school for boys until the 1950s, but was then opened to day-boys and fee-paying pupils. Girls have been admitted to the sixth form since the 1980s, but only in significant numbers since 2000. The school celebrated its bicentenary in 2013. In 1946, the school moved to its present 40-acre site near Cobham, a prosperous area of Surrey, and most pupils come from Surrey and South west London.
- 1.4 The school operates under a board of governors which conducts its business through a main board working in conjunction with a number of sub-committees, such as finance and general purposes, education, health and safety, as well as others. Governors are affiliated to academic departments and some individual governors are responsible for child protection, learning support and for staff welfare.
- 1.5 At the time of the inspection there were 660 pupils on roll, with 69 girls and 85 boarders. One hundred and twenty pupils have been identified as having some form of learning difficulty and 30 receive specialist support. One pupil has a statement of special educational need. There are 30 pupils whose first language is not English, eight of whom have support with language.
- 1.6 National Curriculum (NC) nomenclature is used throughout this report to refer to year groups in the school. The year group nomenclature used by the school and its National Curriculum equivalence are shown in the following table.

School	NC name
First Form	Year 7
Second Form	Year 8
Third Form	Year 9
Fourth Form	Year 10
Fifth Form	Year 11
Lower Sixth Form	Year 12

Upper Sixth Form	Year 13
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2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 Reed's School has a clear and well-defined ethos and set of aims, firmly rooted in the philosophy of its founder. It succeeds in achieving these aims by attaining excellence in many areas of its provision. Standards of teaching are high because of the commitment of the staff and effective monitoring by the senior management team. This means that pupils make good progress in the GCSE examinations and attain good standards at A level. Pupils also make good progress because their work is marked and recorded regularly, with any issues being followed up by a range of key staff. Pupils appreciate the extensive and interesting curriculum offered and achieve some outstanding successes in the expansive extra-curricular activities programme, especially in sport, music and drama.
- 2.2 The excellent management of the pastoral system, including that of boarding, ensures that pupils receive high levels of care and have outstanding personal development. Relationships between all members of the school community are very cordial. The result is that the school is successful in achieving its aim of producing 'well-adjusted individuals fit to cope with the demands of the modern world'. Pupils have a strong sense of morality, well-developed social skills, behave well, and are keen to learn. Their excellent experience of boarding enhances their personal development and makes a strong contribution to their education.
- 2.3 Governance, leadership and management are very effective at all levels. Governors have steered the development of the school well, so that facilities, accommodation and resources, including staffing, have continued to improve and are of a high standard. The positive tone of the school is set by the senior management team. They lead well, have many strengths, and have put in place good systems for monitoring school life which are effective, yet sensitive to the needs of staff. Arrangements for the safeguarding of pupils and their welfare, health and safety are strong and firmly embedded. Planning for development is good, although the school is aware that there is a need for a shorter-term whole-school plan and more consistency in the quality of departmental plans. Improvement since the last inspection has been good and the issues identified in the report have been fully addressed.
- 2.4 Parents are very pleased with all areas of school life. The school communicates well with parents and provides them with high-quality information. Parents are pleased with the reporting system, but some reports do not comment sufficiently on pupils' attainment in academic subjects. Pupils are proud of their school and happy to play their part in its success. Responses to the pupils' inspection questionnaire indicated that they too were very pleased; there were a few minor issues, but nothing of any concern, or that inspectors would substantiate.

2.(b) Action points

(i) Compliance with regulatory requirements

- 2.5 The school meets all the requirements of the Independent School Standards Regulations 2010.
- 2.6 The school meets all the National Minimum Standards for Boarding Schools 2013.

(ii) Recommendations for further improvement

2.7 The school is advised to make the following improvements.

1. Build upon the excellent provision and the good systems for monitoring already in place to further improve the quality assurance of what the school does.
2. Improve school planning by producing a one-year whole-school development plan and enhancing the consistency and quality of departmental plans.
3. Improve reports to parents by including more subject-specific comments on pupils' attainment, and hence better targets for academic improvement.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 The quality of the pupils' achievements and learning is excellent.
- 3.2 Pupils are extremely well educated in line with the school's aims to help them to make the most of their academic, cultural and sporting talents. Pupils of all ages demonstrate a high level of knowledge and understanding in language, literature, and of creativity in art, drama and music. Their reading, writing, and information and communication technology (ICT) skills are all strong and this helps them to learn well. Pupils reason cogently and are able to apply their skills and knowledge successfully; they are articulate and express themselves confidently. Their scientific knowledge is very well developed and they are very numerate, as noted by their frequent successes in national mathematical challenges and science award schemes. They regularly gain places at universities which have demanding entry requirements.
- 3.3 Pupils' achievements in extra-curricular activities are outstanding and reflect the wide range of their interests, the development of their talents and their determination to make the most of the opportunities offered. They are highly successful at national level in a number of activities, most notably tennis, but also in golf and skiing. Some pupils join the school to train at the tennis academy and the facilities and coaching available enable them to achieve exceptional standards. Many pupils participate successfully in the Combined Cadet Force (CCF) and the Duke of Edinburgh's Award Scheme. They achieve well at national, county and regional level in a very wide range of sports, and reach high levels of performance in music and drama. They take advantage of the many opportunities to perform and, in addition to frequent concerts and productions in school, have sung evensong at St. Paul's Cathedral. Nearly all parents and pupils who responded to the questionnaires thought that the range of activities provided was excellent.
- 3.4 The achievement of pupils with special educational needs or disabilities (SEND) or English as an additional language (EAL), and those who are particularly able is equally strong, reflecting the excellent support that they receive throughout the school. Their academic potential is identified, appropriate targets set, and their progress tracked regularly, which ensures that staff are aware of pupils' individual needs and progress.
- 3.5 In the period from 2011-2013, the most recent for which national comparisons can be made, results at GCSE were well above the average for maintained schools and similar to those in maintained selective schools. Over this period, performance at A*/A grades has been steady. Statistics show that pupils made good progress from Year 9 to GCSE. The IGCSE results in science have been higher than world-wide norms.
- 3.6 Results at A Level have been well above the national average for maintained schools, and above the national average for maintained selective schools. In a gender comparison, boys' results are lower than girls'. The boys' results are above the national average for boys in maintained selective schools, but the girls' results are well above those for girls in selective maintained schools. Given that entry into the sixth form is above average, these levels of attainment show that pupils made progress in line with expectations.

- 3.7 Pupils throughout the school have a very positive attitude to learning. They settle to work quickly, listen attentively, apply themselves well, and enjoy their learning. Pupils take an active part in discussion, eagerly asking and answering questions. They have good organisational skills, with many taking initiative for their own learning and they work extremely well together. They learn from their peers during collaborative work, respect each other, and show enjoyment and perseverance. Pupils are intellectually curious, self-motivated, and have high aspirations, both inside and outside the classroom.

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

- 3.8 The quality of the curricular and extra-curriculum provision is excellent.
- 3.9 The curriculum successfully supports the aims of the school in covering all areas of learning and providing a high-quality education which enables individuals to achieve their potential.
- 3.10 The curriculum broadly follows the National Curriculum, but also has enhanced features. For example, in Years 7 and 8, with the progressive introduction of two languages, with compulsory French and a choice of German, Latin or Spanish. In Year 9 pupils then select two from French, German, Latin and Spanish. The Year 9 curriculum is also notable for a programme of independent study in which pupils select, research and present a topic of their choice.
- 3.11 In Years 10 and 11 pupils follow a comprehensive core curriculum which includes a modern foreign language, and enjoy free choice of five options from an extensive range. Since the last inspection the school has introduced the IGCSE in biology, chemistry and physics, which gives more flexibility to the curriculum and provides a strong foundation for the study of the sciences at A level.
- 3.12 Pupils in Years 9 and 13 benefit from a community service activity delivered through, for example, the Duke of Edinburgh's Award Scheme. This is managed very effectively and, through its richness and balance, enhances the education of all pupils.
- 3.13 Pupils in the sixth form enjoy a free choice from an extensive range of 27 A-level subjects. In addition, they enjoy a general studies programme which effectively addresses contemporary issues and benefits greatly from visiting speakers. A noteworthy feature has been the introduction of the Extended Project Qualification, which facilitates the development of pupils' independent learning and research skills. Oxbridge candidates in the sixth form are identified by their GCSE results and baseline testing. They benefit from comprehensive support, including skills-based extension lessons.
- 3.14 A well-organised citizenship, personal, social and health education (CPSHE) programme is taught by a specialist team in Years 7 to 11. This gives pupils valuable experience in developing their personal skills. Careers education begins as part of CPSHE in Years 7 to 9, when pupils write letters of application and curricula vitae. In Year 10 they complete a careers questionnaire which is followed by interviews in Year 11 and work experience after GCSEs. In Year 12 a diagnostic programme is used to inform pupils of higher education choices and underpins UCAS advice in Year 13. There is also a career apprenticeship scheme which is currently organised through the development office and teachers involved in science, technology and mathematics.

- 3.15 Pupils with SEND and EAL are very well supported by specialist teachers through the teaching of individuals or small groups withdrawn from selected lessons. Particular emphasis is given to planning and organisation and pupils greatly benefit from an effective system for identifying needs and from the use of Assess-Do-Review (ADR) forms to set targets and monitor progress. The school has recently adopted a new approach to younger pupils who are particularly able. Its aim is to engage a larger cohort by identifying opportunities for enrichment and extension across the curriculum, and encouraging departments to add to their provision. This process will be completed during the academic year.
- 3.16 The outstanding extra-curricular provision is an expression of the school's ethos and comprises not only the major sports but also pursuits such as archery, kung-fu, and skiing. To these are added creative and intellectual options, such as pottery and chess. The FutureTech building provides an excellent facility for innovative work such as robotics, but its potential for cross-curricular initiatives has yet to be realised.

3.(c) The contribution of teaching

- 3.17 The contribution of teaching is excellent.
- 3.18 The high-quality teaching observed, where four out of ten lessons were excellent and nine out of ten were good or better, very successfully supports the aims of the school and promotes pupils' learning and academic achievement.
- 3.19 Well-planned lessons which incorporate a range of teaching methods and clearly-defined learning objectives are a major strength. The teaching strategies used provide opportunities for pupils to work both independently and collaboratively, and in the most successful lessons, pupils are encouraged to use reasoned arguments in discussion. For example, in a Year 7 CPSHE lesson observed, pupils were able to justify their choices of the rights of children. Excellent lessons seen were also often characterised by skilful questioning which encouraged pupils to think and respond at length. Pupils were often required to analyse and evaluate their work and that of their peers, for example, in a Year 11 music lesson, and in a Year 13 drama lesson where they commented on performance, offering alternative interpretations and suggestions.
- 3.20 Pupils are taught in a nurturing environment by highly committed teachers. Relationships between pupils and teachers are very strong and result in positive attitudes to learning. Teachers know pupils well and understand their needs. Small classes mean that teachers provide individual attention and in many cases targeted support is given to pupils with SEND and EAL, which ensures that they make good progress. Relationships are mutually supportive and pupils work well collaboratively on tasks. Behaviour in class is exemplary.
- 3.21 The teaching is enhanced by the outstanding support given outside lessons and by sixth-form pupils giving help with homework for younger pupils. Excellent innovative teaching is promoted very effectively by a peer observation initiative. Furthermore, visits to lessons regularly undertaken by members of the teaching and learning team, are a valuable means of sharing and celebrating the most effective practice. Consequently a spirit of openness is engendered, which helps to raise the profile and quality of the teaching and learning.
- 3.22 Lessons are taught by subject specialists who are very secure in their subject knowledge. They make very good use of the school's excellent range of resources

in their teaching, so making the lessons interesting. In the most successful lessons seen, the pace was brisk and there was appropriate challenge offered to pupils of all abilities. Pupils regularly engage in discussion with the teacher to further their learning.

- 3.23 In the minority of lessons observed which were judged to be only satisfactory the work set sometimes lacked challenge, or the pace was slow. On occasions, more noticeably in some single lessons, the pace was too brisk for pupils to fully develop their thinking and demonstrate higher achievement.
- 3.24 The marking of work has improved since the last inspection. It is regular and often includes helpful comments. The most effective identifies the strengths of the pupils' work and contains clear targets for improvement. The use of stickers in some subject areas on which pupils record feedback, and also set their own targets, is excellent. However, on occasion, marking scrutinised was cursory and, even though areas for improvement were identified, there was no evidence that pupils were responding to the feedback provided.
- 3.25 Pastoral and academic staff work in close collaboration to monitor and assess pupils' progress. There is an excellent system whereby half-termly assessments of pupils' effort and attainment are recorded and analysed. Where target grades are set, progress towards these is reviewed. Early interventions are used when a pupil is considered to be underachieving, or when their effort gives cause for concern.
- 3.26 Responses to the pre-inspection questionnaire suggested that some pupils found that homework does not always help them to learn. This is variously due to pupils having too much or too little homework each evening, and is not yet sufficiently monitored.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 The spiritual, moral, social and cultural development of pupils is excellent.
- 4.2 This judgement is in line with the school's charitable foundation and its aim to produce confident, articulate and happy young men and women. Pupils are noticeably proud of their school community and take every opportunity within it to further their personal development, with the result that this is highly developed by the time they leave the school.
- 4.3 The spiritual development of pupils is excellent. Pupils benefit from the core values of the school, which are Christian, but are also well informed about, and accepting of, other faiths. Their beliefs are enhanced by chapel services which provide a focus for regular worship and also for special liturgical events, such as the carol service. Opportunities for appreciating non-material aspects of life abound, both within and beyond the classroom, and pupils engage enthusiastically in the creative arts through activities such as school plays and concerts and recognise how these increase their sense of self-worth.
- 4.4 Pupils' moral development is excellent. They have a clear sense of right and wrong. Their sense of morality is nurtured within houses where senior pupils act as effective role models and all pupils are given opportunities to support each other. Pupils behave in an exemplary way, often showing high respect for each other and always being well mannered in interactions, both with adults and other pupils. They are involved in numerous charity initiatives, both within houses and through whole-school initiatives, and run them with great enthusiasm. Pupils have a noticeable sense of identity and self-worth, are mature for their age, and able communicators, often taking leading roles in house and school assemblies.
- 4.5 Pupils have outstanding social skills. Their relationships with fellow pupils and staff are warm, respectful and constructive. The team of sixth-form peer-mentors plays a strong role in maintaining a caring community, and is much appreciated by pupils. Pupils develop good leadership skills and a sense of responsibility within the sports leadership programme, the Duke of Edinburgh's Award Scheme and the CCF. In their pre-inspection questionnaire responses a minority of pupils did not feel that they had the chance to take on roles of responsibility, but inspectors did not find this to be the case. For example, they make a contribution through the school council or as prefects.
- 4.6 Pupils' personal development and their knowledge of public institutions and services in England are greatly enhanced through a well organised and embedded CPHSE programme. Topics such as 'What it means to be British' encourage pupils to value democracy, the rule of law and other British institutions and values. Their understanding of social issues and current affairs is developed further in the sixth-form general studies programme. Pupils play an active role in the development of the school through the school council and as members of school committees, such as the environment committee. They improve their social skills through the debating societies and the sixth-form Toastmasters society, which combines public speaking with a formal dinner.
- 4.7 Pupils have a very strong cultural awareness. The variety of cultural backgrounds in the school helps them to learn about each other's societies. There are strong links

with a school in Holland, and Dutch pupils regularly visit the school. In a religious studies lesson observed pupils engaged in open-minded discussions of practices and beliefs in other faiths in an environment of mutual respect. Their experiences of high-quality music, drama and art develop their sense of the Western European cultural heritage. Overseas travel, particularly the long-standing link with schools in South Africa, provides opportunities for pupils to broaden their horizons and contribute practically to other communities.

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

- 4.8 The contribution of arrangements for pastoral care is excellent.
- 4.9 The school provides exemplary support and guidance for pupils, fulfilling the aims of its founder and its mission statement. All the staff work successfully to create a close, friendly community, with the house system being central. The tutors, matrons and housemasters are important figures in pupils' lives, with the year heads offering a further layer of valuable support. There is comprehensive training and monitoring of the pastoral team and their expertise is further enhanced by the use of a professional counsellor.
- 4.10 There is a relaxed and positive atmosphere in school with excellent relationships between pupils and with staff. These confident relationships reflect a strong, mutual respect between staff and pupils and a genuine awareness of each other's needs. A particular feature is the successful integration of the girls entering the sixth form.
- 4.11 The school has established strong procedures for ensuring good behaviour and preventing bullying. Pupils believe that any problems are dealt with effectively. There are many avenues for individuals to seek help, if needed, and means by which pupils may raise any concerns are in place. Lessons in CPSHE, tutor time and assemblies all help to reinforce the school's caring ethos.
- 4.12 There is effective encouragement for pupils to eat healthily and take appropriate exercise. The range and frequency of extra-curricular opportunities for pupils to participate in sport and physical exercise are outstanding. For example, the physical education department provides an excellent programme of health-related exercise for pupils in Years 7 to 9, including an excellent strength and conditioning unit. The school's catering emphasises the importance of healthy eating and a breakfast club identifies pupils in need of additional nutrition and advice on exercise.
- 4.13 The views of pupils are sought through a variety of means. Inspection questionnaire responses showed that some pupils felt that the school did not respond to their opinions, but this was not borne out in the inspection. The school council is representative of the community and responds to issues, such as the recent improvements in the sixth form and day-pupil centres. There are regular surveys of pupils' opinions, from both academic and pastoral perspectives, which all help to promote healthy and effective self-assessment within the school.
- 4.14 The school has a plan to improve educational access for pupils with SEND, although some aspects have not been updated recently.

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

- 4.15 The contribution of the arrangements for welfare, health and safety is excellent.

- 4.16 Appropriate risk assessments are carried out for activities inside and outside the school, including day trips and residential visits. A highly effective health and safety committee, which includes staff from many areas of the school and a governor, meets termly to consider and then act on reports from different sections of the school. The governing body regularly monitors and considers the work of this committee.
- 4.17 The school has a comprehensive health and safety policy and all necessary measures are taken to reduce risk from fire and other hazards. Staff are trained in the use of fire equipment, regular fire drills are held, and weekly alarm tests are carried out. The system for monitoring the fire drills across the site has recently been modified to allow closer monitoring by senior staff.
- 4.18 Appropriate safeguarding arrangements are in place and safer recruitment procedures are implemented. The school arranges suitable child protection training for existing and new staff, and ensures that training is updated appropriately. The designated senior persons also receive inter-agency training, and work closely with local agencies when child protection issues arise. Staff are vigilant, understand the child protection procedures, and provide a high level of care for all pupils, who are able to contact any adult they choose when concerns arise.
- 4.19 Medical care, which is provided by school nurses and trained first-aiders, is excellent and very much appreciated by the pupils. The medical centre is very well equipped and provides a welcome haven for pupils who are unwell or injured. The policy for first aid and other medical protocols are highly effective. Injuries and accidents are recorded and monitored carefully, and this helps to spot any patterns or trends.
- 4.20 Attendance and admission registers are suitably maintained, backed up daily and correctly stored.

4.(d) The quality of boarding

- 4.21 The quality of boarding education is excellent.
- 4.22 The boarding experience makes a powerful contribution to the personal development of boarders and, for many, the opportunity provided is a life-changing experience. The school looks after pupils from a wide range of backgrounds, and they all benefit from a clear and stable structure, the high expectations placed on them, and the consistent support and encouragement from their teachers. The boarders show excellent personal qualities: they are resilient and determined, positive and polite, considerate and cheerful.
- 4.23 Boarders enjoy living together, and they speak most warmly about boarding life. Although some live close enough to the school to commute daily, they prefer the boarding option, as they feel they can organise their time better and focus more sharply on their work and activities. Boarders report close friendships with their peers and very good relationships with the boarding staff. They are very proud of their school, and want to contribute in every way possible – both in class or in other activities.
- 4.24 The quality of boarding provision is excellent. Boarders new to the school say that they felt welcome on arrival and that they soon settled in. They value their induction day at the start of their first term, and younger boarders are invited to attend a two-day camp in the summer before they arrive. The school has clear and effective policies regarding the medical care of boarders, including the administration of

medicines, which are meticulously applied by staff. The medical centre is well designed to provide comfortable and private accommodation for those who are unwell, and boarders are most appreciative of the care they receive. In the event of illness at night, boarders are able to contact resident house staff and have regular access to a local doctor, or can see a dentist or optometrist by appointment. They can also see a counsellor or an independent listener.

- 4.25 The school places a strong emphasis on matters of health and safety. Fire drills are regularly carried out, both during the day and at night. Boarding houses are secure, and visitors are always signed in and out. Pupils and their parents express great confidence in the safety of the school site and boarders say that their possessions are safe. The accommodation is of a good standard and well maintained. Each boarder has adequate bed space, room to study, and ready access to kitchens, bathrooms and recreational facilities. The school laundry arrangements are highly efficient and washing is done on a daily basis.
- 4.26 In their pre-inspection questionnaire responses, a minority of boarders expressed disappointment over the snacks which are provided in the evening. However, this view was not supported during the inspection, when boarders were full of praise for the quality of school meals and their additional snacks. The caterers are aware of pupils' medical needs and allergies, and provide individual diets as required. In their pre-inspection questionnaire a minority of boarders said they were not happy with the balance of work and free time. However, during the inspection, the opposite view was expressed, with pupils saying they liked the routine of work balanced by activities during the day, at weekends and even over the holiday period. Nevertheless, the school is aware of the minority view, and wishes to explore the issue further. The boarding staff are readily available to parents and deal with correspondence swiftly. Boarders are able to keep in contact with parents as they wish, but a common complaint was heard about the poor reliability of the internet and mobile phone connections.
- 4.27 The arrangements for the welfare and safeguarding of boarders are excellent. Staff are appropriately checked before appointment; they receive training for safeguarding and have a thorough induction before they start work. There is an effective annual system of appraisal and the boarding staff are very well qualified and trained. The school has excellent policies and procedures to prevent bullying, and pupils say that bullying is not tolerated and is very rare. The school carries out regular reviews of the National Minimum Standards for Boarding Schools, to ensure compliance with their requirements, and thus give the best possible care of the boarders.
- 4.28 The effectiveness of leadership and management of the boarding provision is excellent. The principles for boarding are clearly set out and implemented very well. There is a strong commitment to self-evaluation and continuous improvement, and the school has acted fully on the recommendations of the last Ofsted inspection. Well-written policies are in place; they are used effectively and kept under review. The boarding houses are looked after by a very strong team of housemasters, their wives, matrons and tutors. They are dedicated, generous with their time, and show great interest in, and concern for, their pupils. This means that the boarding staff are much appreciated by the boarders.
- 4.29 The pre-inspection questionnaire responses show that an overwhelming majority of parents are highly satisfied with the organisation and management of boarding, and the development of their children.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The governance of the school is excellent.
- 5.2 Governors are very committed to the school and to its strong ethos, which is still defined by the original intention and philosophy of Andrew Reed. They have overseen the continual development of the school, improving the school's facilities, staffing and resources, including the recent opening of an indoor tennis centre.
- 5.3 The work of the main governing body is very well supported by a range of sub-committees covering areas such as education, pastoral care, health and safety. All of these committees conduct their work professionally and are supported very effectively by teachers, bursarial staff and other administrative officers. Governors ensure that school policies covering all areas of provision are in place and up to date, including those for child protection and health and safety. For example, they receive an annual report on child protection and conduct an annual review of the policy.
- 5.4 Governors have established a good insight into the working of the school through a variety of means. For example, each governor is affiliated to an academic department, so developing relationships with teachers and getting to know their work and educational standards. They have received presentations on aspects of the school, such as the curriculum and ICT; they attend social functions and lunch with teachers and pupils. Further links have been established through the work of a governor who liaises with the school on boarding and child protection, and another who is linked to the common room. This means they know the school well.
- 5.5 The governors form an experienced team and have enhanced their professional expertise by attending training sessions, using professional associations, consultants, and the senior management team. The designated child protection officer has made presentations to governors and also reports to the risk management committee.
- 5.6 Governors have ensured that the teaching environment is of a very high quality. Departments are exceptionally well resourced, notably the FutureTech facility which is a potentially valuable asset. Communal areas of the school are of a high standard and enhanced by excellent displays. Most subjects make highly effective use of ICT facilities available. Learning across the school, particularly in the sixth form, is much enhanced by an attractive, well-resourced library where pupils are encouraged to undertake wider reading around their examination subjects.

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

- 5.7 The management and leadership of the school, including links with parents and others, are excellent.
- 5.8 The school has a new head who is building on the existing strengths and seeking to further improve provision. The senior management team form a strong group and have a very good range of expertise. Their roles and responsibilities are pertinent and clear. The style of leadership is such that they have created an atmosphere

where teachers feel supported, yet challenged. The result is teaching staff who feel valued, motivated and willing to improve. The management of the pastoral system and of boarding is excellent. All this ensures that the leadership and management are successful in ensuring that the school meets its principal aims.

- 5.9 The school is run with openness and a sense of democracy. A range of committees ensures that teachers are able to represent their views and this results in clear lines of communication. School policies are very comprehensive; they are implemented well and monitored, which means the school meets all regulatory requirements. The school runs smoothly because of effective administration.
- 5.10 There is a clear sense of educational direction, and planning for improvement is good. The head has inherited a five-year whole-school plan, but no yearly plan, although he has produced a strategy paper identifying pertinent issues as a start to shorter-term planning. As yet there is no established format for departmental development plans which means that they vary in style and quality.
- 5.11 Very effective systems are in place to monitor the work of departments and individual teachers. Each member of the senior management team is linked to a department and through regular contact, the gathering of information, and the analysis of data, including examination results and pupils' opinions, they are able to both support and challenge staff. Heads of department are appraised by members of the senior management team.
- 5.12 Departments are managed well by enthusiastic teachers. The last inspection recommended improved monitoring by heads of departments and this has occurred. The staff appraisal system is used to monitor teaching and enhance professional development and this, combined with other strategies, such as the use of pupils' questionnaires and the analysis of examination performance, are useful indicators of a department's health. In addition, members of the senior management team make regular visits to classrooms and meet to discuss their findings. This means that there is a clear view of the strengths and weaknesses of teaching and learning, and of individuals. Teachers feel very well supported by this system and feel encouraged to experiment and innovate.
- 5.13 Newly-qualified teachers and those new to the school are given excellent support through effective systems of induction and generous assistance from their colleagues. The school recruits good quality staff and ensures that they have excellent opportunities for professional development, including that on the safeguarding of children, as well welfare, health and safety. The bursar and her staff have done much work in establishing a comprehensive central register of staff appointments, and procedures for the safe recruitment of staff are secure.
- 5.14 The school's links with its parents, carers and guardians are excellent. Parents' responses to the pre-inspection questionnaire indicated a very high level of satisfaction, with particular strengths highlighted being the range of curricular and extra-curricular opportunities provided, the standards of behaviour in the school and the quality of the leadership and management.
- 5.15 Parents are offered a wide range of opportunities to participate in the life of the school, such as attendance at sporting events, concerts and dramatic productions. Many attend weekend chapel services and the Guildford Cathedral Service. The very active 'Friends of Reed's School' organizes a broad range of social activities and fundraising events, such as garden parties and a Christmas Fair. Parents also sit on committees, such as the pastoral services committee.

- 5.16 Complaints from parents are few and the school handles them well and in accordance with its complaints policy. They are recorded in a number of areas of the school, but not centrally.
- 5.17 Information for new parents is comprehensive and detailed. In their questionnaire responses, the overwhelming majority of parents indicated that they were satisfied with the quality of the information provided by the school. The school communicates frequently with parents through, for example, regular letters from housemasters and the headmaster, the '*Weekly News*', and a termly newsletter from the development office. The school website is highly informative and parents appreciate the high-quality information about the school's life and work available to them on their dedicated portal and on social media sites. Parents are able to contact members of staff directly by email and take advantage of the regular information and consultation evenings.
- 5.18 Parents receive assessment grade cards each half term and full written reports twice a year, three times in the case of pupils in Year 11 and the sixth form. Teachers put much effort into these reports, which provide clear, comprehensive information about each pupil's progress, as well as comments and suggestions for improvement. Some comments on pupils tend to concentrate on their attitudes rather than their subject-specific skills.
- 5.19 Since the last inspection, the school has improved in a number of areas, such as the curriculum, the monitoring of teaching, learning and the work of departments, and school facilities and accommodation. It has addressed the recommendations from the previous inspection.

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