

School inspection report

24 to 26 June 2025

Reddiford School

36-38 Cecil Park

Pinner

HA5 5HH

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

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Summary of inspection findings

1. The school's aims are ambitious and well considered. They enable pupils to develop and thrive. Leaders promote these through the curriculum, extra-curricular activities and pastoral systems. They communicate the school's aims clearly to pupils, parents and staff. Pupils learn how to be tolerant, respectful and care about their peers.
2. Governors ensure that leaders have the appropriate skills and knowledge to support pupils' wellbeing. Governors maintain oversight of policies and procedures and how effectively these are put in place. They give carefully considered support and appropriate challenge to leaders to make sure the school continues to improve.
3. Leaders provide a broad, varied and stimulating curriculum which takes into account pupils' different needs. Leaders' consistent approach to ensuring high quality of teaching and learning across all year groups results in pupils' marked ambition and zest for learning.
4. Leaders continually evaluate the impact of the curriculum on pupils' learning. Leaders and teachers ensure pupils are taught a wide range of subjects alongside opportunities to make meaningful connections across subjects and relate these to different contexts. Teachers plan their lessons together to make sure that key learning points are explicitly taught and pupils understand relevant links between different subjects. They teach inspiring lessons which engage pupils' curiosity and challenge them to want to learn more. Pupils develop extensive language, scientific, mathematical and creative knowledge and skills. They are motivated to research and think critically which further deepens their learning.
5. Through the school's comprehensive assessment framework teachers check what pupils have learned and what they need to learn next. Teachers use this information to plan future lessons. Pupils who have special educational needs and/or disabilities (SEND) are well supported and given specific help matched to their individual needs. Pupils make good progress from their different starting points and successfully gain places at selective senior schools.
6. Pupils are safe, valued and respected because of the school's supportive culture. Positive relationships between staff and pupils contribute to pupils' sense of belonging. The curriculums for personal, social, health and economic (PSHE) education and relationships and sex education (RSE) develop pupils' moral understanding and the importance of healthy relationships. Pupils become well-rounded, kind and courteous young people.
7. Pupils' behaviour is good. Pupils show consideration and respect for others during lessons and when moving around the school. However, on occasion, a few pupils in the prep department become over excited during breaktimes which leads to minor misbehaviour.
8. Leaders' health and safety procedures and related policies are implemented effectively. The premises are well maintained and secure. Suitable risk assessments are reviewed regularly and necessary actions are taken to mitigate risks. Pupils' welfare needs are met consistently.
9. Leaders prepare pupils well for the next stages of their education and for life in British society. Pupils learn to respect people who have customs or beliefs that are different from their own through the curriculum, assemblies, trips and visits. Pupils develop an economic awareness from an early age

and understand the principles of democracy and the law. Leaders provide pupils with a range of meaningful opportunities to contribute to school life and to local and international communities.

10. Safeguarding arrangements, including those related to pupils' online safety, are robust, effective and well known by staff. Staff and governors receive regular training which is adapted to reflect any local risks and school needs. Governors have effective oversight of safeguarding through regular communication with leaders and the review of policies and procedures.

The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are met.
- Standards relating to the quality of education, training and recreation are met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are met.

Recommended next steps

Leaders should:

- review the behaviour policy and systems to make sure these are understood and enacted by staff so they address any minor instances of pupils' misbehaviour consistently and effectively.

Section 1: Leadership and management, and governance

11. The school's aims and ethos are woven through all aspects of the school's work. Leaders' values are clearly displayed around the school and referred to throughout the school day. Pupils and staff reflect these values in their everyday language and discussions. Leaders create an inclusive environment which celebrates diversity and equality for all. As a result, pupils are open-minded and respectful.
12. Leaders and governors know the school's strengths and areas for development. The detailed development plan is generated from systematic, ongoing self-evaluation involving both teaching and non-teaching staff that also considers the views of pupils and parents. Leaders and governors ensure the Standards are consistently met, with pupils' wellbeing at the core.
13. Governors monitor leaders' work and scrutinise the impact of leaders' management through sub-committees, reports and frequent visits to the school. Consequently, governors provide effective oversight of the school's provision and its impact on pupils' wellbeing and academic and personal development. They ensure that leaders have the skills and knowledge to carry out their responsibilities effectively.
14. Leaders' risk assessments are relevant and detailed. These cover all areas of the school site and various activities undertaken by staff and pupils. All staff undergo training in risk assessment. This develops their understanding of the continuous process of identifying and responding to risks as these change over time. There is a robust approach to planning and approval of educational trips, including pre-trip visits and post-trip evaluations to inform future planning. Leaders remain aware of any local community risks that may need consideration through effective liaison with the police and other agencies.
15. Leaders promote inclusion and ensure that the school fulfils its responsibilities under the Equality Act (2010). Leaders and governors consider the accessibility of the school site and the curriculum. They put actions in place to enable full access for all pupils. They carefully monitor the effectiveness of the accessibility plan and amend it when necessary.
16. The school provides parents with a wide range of helpful information. Leaders upload the latest versions of policies onto the school's website so that parents are kept up to date. Parents are well informed about their child's progress and attainment through regular, detailed reports, parents' meetings and ongoing communication.
17. Leaders in the early years have a detailed and accurate understanding of the requirements of the early years foundation stage (EYFS) framework. They ensure that safeguarding and welfare requirements for the early years are in place. Leaders and staff communicate with parents frequently. This enables parents to understand and support their child's learning and development.
18. Leaders maintain firm links with external agencies, including the local authority and seek guidance from professional specialists. This helps leaders to ensure that pupils access appropriate support when required. Leaders provide the local authority with the required information relating to any funded pupils who have an education, health and care plan (EHC plan).
19. A suitable complaints procedure is followed and published on the school's website. Leaders encourage parents to communicate any concerns as they arise so that they can be acted on

promptly. As a result, there are very few formal complaints. Leaders and governors maintain comprehensive records and review these regularly to identify any emerging trends.

The extent to which the school meets Standards relating to leadership and management, and governance

20. All the relevant Standards are met.

Section 2: Quality of education, training and recreation

21. Leaders have established a wide-ranging and interesting curriculum. From an early age, the curriculum is designed to encourage pupils to be ambitious and develop a love of learning. The curriculum content builds, year on year, to develop pupils' knowledge across a broad range of subjects including science, technology, engineering, mathematics, languages, Latin, humanities and the arts. Additionally, pupils experience reasoning and wellbeing lessons to raise their awareness of keeping physically and mentally healthy. Throughout the school pupils make good progress and achieve well.
22. Leaders and teachers plan and teach meaningful and relevant cross-curricular links. This motivates pupils to recall previous learning and develop their thinking. Lessons often enable pupils to apply their learning to unfamiliar contexts so that pupils extend their learning, make greater progress and achieve more. Pupils use concepts they have learned in design and technology (DT) and mathematics to design intricate challenges and puzzle games. Pupils understand important technical vocabulary and how this can be applied accurately in a range of subjects, for example older pupils make effective use of poetic imagery in their English lessons.
23. Teachers use their secure subject knowledge and skilful questioning to challenge pupils to analyse and explain increasingly complex ideas. In geography pupils are adept at using digital technology to measure decibels and describe the impact on the local environment. Overseen by leaders, teaching actively encourages pupils to think for themselves and grow in confidence as successful and increasingly independent learners.
24. Leaders take every opportunity to relate what pupils have been taught in other subjects to PSHE themes. For example, pupils in Year 6 create puppets and write their own scripts on anti-bullying to perform to the school. In this way pupils constantly broaden their perspective by learning across the curriculum and linking subject-specific elements together.
25. Pupils who have SEND are identified early and appropriate support is put in place to meet their additional needs. Pupils' personalised learning plans are carefully monitored and reviewed as pupils' needs change. This informs teachers' planning so that teaching is effective and enables pupils who have SEND to make good progress.
26. The very few pupils who speak English as an additional language (EAL) are supported well. Teachers use their clear understanding of pupils' needs to adapt their teaching and provide pupils with the right help. Teachers use resources effectively, including the support from teaching assistants so that pupils who speak EAL demonstrate increasing accuracy and fluency in English. This enables pupils to build their knowledge, skills and confidence so they make good progress across the curriculum.
27. Children in the early years thrive because staff build warm and positive relationships with them. Children quickly develop their communication skills. Teachers use stories and rhymes to develop children's language and vocabulary. They model how to speak in complete sentences which supports children's early reading and writing. Children develop their physical skills effectively through the physical education (PE) curriculum. They gain confidence and dexterity in fine motor control during the 'busy fingers' activities. Teachers make sure that planned activities capture children's interests and build on their previous learning. Specialist teaching in music and Spanish add to the rich variety of children's learning experiences.

28. Leaders' system for monitoring pupils' progress is regular and systematic. The information gathered enables leaders to quickly identify any gaps in pupils' learning and put effective measures in place. Teachers provide pupils with regular feedback, both verbal and written. This is highly valued by pupils, as is the evaluation of each other's learning which enables pupils to extend their thinking and improve their work.
29. Teachers and teaching assistants know pupils well. They work closely together during lessons and provide valuable support and encouragement which improves pupils' learning.
30. Leaders constantly seek ways to enhance pupils' wellbeing. In response to discussions with pupils from the school councils, leaders have removed the need for pupils to have examinations in all subjects. This has reduced unnecessary workload for pupils and helps them to manage their time more productively. Leaders have also introduced wellbeing lessons to further support pupils and help them balance their commitments.
31. Leaders encourage pupils to explore their interests and develop their intellectual, social and physical skills through a range of well-planned activities, including sports, music, drama and current affairs. The introduction of gardening and sustainability clubs typifies how leaders evaluate the impact of the curriculum so that pupils can relate their learning to different subject areas and beyond. Pupils draw on their analytical skills and scientific knowledge by producing a termly science magazine which has received national commendation. Pupils' achievements in national competitions such as the UK Maths Challenge, with its focus on problem-solving skills, are consistently high compared to pupils of a similar age.

The extent to which the school meets Standards relating to the quality of education, training and recreation

32. All the relevant Standards are met.

Section 3: Pupils' physical and mental health and emotional wellbeing

33. Leaders develop pupils' physical, mental and emotional wellbeing, so that pupils gain confidence and self-esteem from an early age. Through the PSHE curriculum pupils learn about the ways people can be different such as disability, gender and religion and the importance of respecting these differences. This builds their awareness and prepares them for life in British society.
34. Pupils develop spiritual and moral understanding through themed assemblies and lessons in religious education (RE) and philosophy. Pupils are encouraged to build their self-awareness. Their work in the creative arts demonstrates a clear spiritual and aesthetic dimension through their empathy with nature and the environment. Children in the early years draw insects and explain their purpose in nature. During art lessons older pupils demonstrate a mature understanding of impressionism and how different landscapes can shape and convey emotions.
35. Teachers deliver the RSE curriculum through lessons, activities and discussions. Pupils learn how to be kind to others, as well as to themselves. Pupils are taught about relationships and how to recognise unhealthy ones, including when online. Pupils in Year 5 learn about human reproduction and pupils in Year 6 learn about puberty. The school keeps parents informed about what topics are being taught through consultations and invitations to view the content of lessons.
36. The well-organised PE curriculum develops pupils' physical skills and abilities. Pupils keep physically fit through individual and team sports such as football, netball, swimming and athletics. The importance of keeping physically and mentally healthy is re-enforced through PSHE and science lessons. The school caterers make sure that pupils are given a range of healthy food options. The school meets pupils' particular dietary requirements and staff take appropriate precautions regarding any pupils with food allergies.
37. Children in the early years learn to express their emotions using different 'feeling boxes' in their classrooms. Teachers use strategies such as the 'worry monster', breathing exercises, the sensory area and circle time to teach children how to recognise and regulate their emotions. Children are taught about oral hygiene by a visiting dentist. They learn how to look after themselves through carefully planned physical activities about healthy eating and exercise.
38. Pupils know and follow leaders' high expectations for how they should behave. Staff are consistent and positive role models. They apply rewards and sanctions fairly which pupils appreciate. During lessons and when moving around the school pupils are typically well behaved. Occasionally some pupils in the prep department are over exuberant on the playground during breaks and lunchtimes. They do not always behave appropriately nor sensibly and this is not always managed effectively by staff.
39. Leaders promote a zero-tolerance approach to bullying. Pupils know about the different forms of bullying, including cyber-bullying, because of the regular guidance they receive in lessons and assemblies. Incidents of bullying or anti-social behaviour are very rare and leaders deal with these swiftly when they do occur.
40. Staff maintain accurate records for any first aid or medication given to pupils. Medication is safely locked away. Pupils' physical, mental and emotional needs are met and they are well looked after.

Pupils access counselling support from suitably trained staff or through effective links with the local authority. Pupils are supervised appropriately at all times.

41. The school premises are suitably maintained. The school has appropriate health and safety and fire safety arrangements. Leaders ensure that required checks and maintenance are completed regularly, including by external experts. Any issues that are identified are addressed promptly. Staff undertake training in health and safety and fire safety so they have the necessary knowledge and skills. Fire evacuation drills take place regularly and any follow up action is carefully recorded. Pupils know what to do in the event of a fire or other emergency.
42. The admissions and attendance registers are maintained in accordance with current statutory guidance. Staff are vigilant and quick to follow up any pupil's absence. The school informs the local authority of any pupils who join or leave the school at non-standard transition times.

The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing

- 43. All the relevant Standards are met.**

Section 4: Pupils' social and economic education and contribution to society

44. Pupils are taught about mutual respect, inclusion and diversity through the curriculum and during assemblies. Pupils speak confidently about the importance of treating everyone equally. They learn about the harm prejudice and discrimination can do, for example, by studying and enacting the story of the Windrush generation in history and drama lessons. Visiting speakers are carefully vetted to prevent pupils' exposure to limited or one-sided views.
45. Pupils discuss moral principles, including knowing right from wrong, in subjects such as philosophy and history. Pupils learn to debate statements such as 'war should be banned' and 'every theft should be punished'. Pupils' highly developed sense of respect for others enables them to put forward ideas and opinions sensitively and without causing offence. This prepares them well for future life in British society.
46. Pupils have a well-developed sense of responsibility and care towards younger pupils. For the pre-prep mathematics event, pupils in Year 6 devise imaginative mathematical games colour coded to reflect different levels of challenge. Older pupils act as mentors for younger pupils and help them to develop their organisation skills.
47. The school councils provide leadership opportunities for pupils of different ages. Pupils discuss how to improve the school and learn about service to others. Leaders listen to pupils and make changes where appropriate, as with the introduction of hot meals. Pupils show initiative and leadership through opportunities such as producing the school magazine and their organisation of 'buddy day'.
48. Leaders provide different experiences for pupils to develop social and cultural understanding through off-site visits, including to theatres, stately homes and art galleries. In geography, pupils learn about the lives of people who live in other countries, as well as through trips abroad to Normandy. Pupils in Year 6 learn about resilience and effective teamwork during the annual outward bound residential trip. In the early years leaders promote the celebration of different cultures during 'culture week' when children learn about traditional foods, customs and festivals.
49. In accordance with the 'Reddiford Way', leaders and staff teach pupils the values and behaviours of listening, sharing, forgiveness, honesty and working hard to be the best that they can be. This supports pupils' development of positive interpersonal relationships and fosters a supportive and inclusive community, based on firm friendships and mental wellbeing.
50. Pupils develop an understanding of democracy through the curriculum, the voting process for school council members and visits to Parliament. Pupils visit the courts of law to understand British law. Children in the early years are introduced to the concept of democracy by voting for the story they would like to hear at the end of each day.
51. Pupils take part in a range of charity work, supporting both national and international causes such as a local cancer centre and eye surgery in developing countries. The choir visits local residential homes and the children's hospital. Pupils take part in local recycling projects. These opportunities raise pupils' awareness of people's different needs and how they can contribute to society in many ways.

52. The school develops pupils' economic understanding effectively. From an early age pupils learn about saving and safe spending. Leaders provide workshops for pupils to learn about taxes and different payment cards. Older pupils are taught the concepts of profit and loss, budgeting and investment. They apply what they have learned to design a fictitious theme park.
53. Children in the early years widen their understanding of society through visits from different people who talk about their roles in the local community. Leaders organise a whole school careers week where parents explain their different professions. This helps pupils to gain an insight into the world of work and different future pathways. Pupils are well prepared for the next stage of their education because of the various transition events and experiences that take place before they move on.

The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society

- 54. All the relevant Standards are met.**

Safeguarding

55. Leaders have established a positive safeguarding culture throughout the school. Staff understand that safeguarding issues will arise and everyone working at the school is responsible for identifying, reporting and acting on concerns, including low-level ones. Pupils are kept safe and are well cared for.
56. Safeguarding arrangements are effective and in line with current statutory guidance. Governors provide consistent and rigorous oversight of safeguarding. The safeguarding governor regularly visits the school to monitor any trends and review actions taken. The designated safeguarding lead (DSL) maintains detailed safeguarding records in line with statutory requirements.
57. Staff and governors receive regular training, both in-person and online, including about the 'Prevent' duty to reduce the risk of radicalisation. The safeguarding team receives additional training for their role. As a result, staff are kept up to date and they are confident about what to do should they have a concern about a pupil or an adult.
58. Pupils understand how to stay safe online. They learn about safe and responsible use of the internet through the curriculum and assemblies. Leaders maintain a suitable filtering and monitoring system to protect pupils when they use the internet in school. They check this closely so that prompt action is taken in response to any alert.
59. Pupils are clear about how to share a concern if they need to. Staff are readily accessible, and 'worry boxes' are available around the school if pupils do not want to speak directly to staff.
60. Leaders have established effective working relationships with external agencies and readily seek advice to ensure pupils' safety and wellbeing is prioritised. There are robust recruitment procedures in place and the required checks are accurately recorded on the single central record of appointments.

The extent to which the school meets Standards relating to safeguarding

- 61. All the relevant Standards are met.**

School details

School	Reddiford School
Department for Education number	310/6063
Registered charity number	312641
Address	Reddiford School 36-38 Cecil Park Pinner Middlesex HA5 5HH
Phone number	0208 866 0660
Email address	office@reddiford.org.uk
Website	www.reddiford.co.uk
Proprietor	Trustees of Reddiford School
Chair	Mr Allan Cairns
Headteacher	Mrs Jean Batt
Age range	3 to 11
Number of pupils	231
Date of previous inspection	17 to 20 May 2022

Information about the school

62. Reddiford School is an independent co-educational day school situated in Pinner, Middlesex. It was founded in 1913 on its present site by the White family to provide a Christian education. In 1973 the school became a charitable trust, administered by a board of governors.
63. The school is divided into three departments which are housed in separate buildings: the early years provision for children aged three to five years, the pre-prep department for pupils aged five to seven years, and the prep department for pupils aged seven to 11 years.
64. There are 43 children in the early years, organised in one Nursery class and two Reception classes.
65. The school has identified 13 pupils as having special educational needs and/or disabilities (SEND). A very small proportion of pupils in the school have an education, health and care plan (EHC plan).
66. The school has identified ten pupils who speak English as an additional language.
67. The school states its aims are to develop the whole child, not just by securing academic foundations but also by developing the varied qualities needed in a demanding modern society. The school seeks to achieve these aims by providing a broad and balanced curriculum.

Inspection details

Inspection dates

24 to 26 June 2025

68. A team of three inspectors visited the school for two and a half days.

69. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assemblies
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussion with the chair of governors
- discussions with the headteacher, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

70. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

How are association independent schools in England inspected?

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
- For more information, please visit **www.isi.net**.

Independent Schools Inspectorate

CAP House, 9-12 Long Lane, London, EC1A 9HA

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