



INDEPENDENT SCHOOLS INSPECTORATE

EAGLE HOUSE SCHOOL

INTEGRATED INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Eagle House School

Full Name of School	Eagle House School
DfE Number	867/6002
Registered Charity Number	309093
Address	Eagle House School Crowthorne Road Sandhurst Berkshire GU47 8PH
Telephone Number	01344 772134
Fax Number	01344 779039
Email Address	info@eaglehouseschool.com
Head	Mr Andrew Barnard
Chair of Governors	Mr Howard Veary
Age Range	3 to 13
Total Number of Pupils	352
Gender of Pupils	Mixed (201 boys; 151 girls)
Numbers by Age	3-5 (EYFS): 46 5-11: 235 11-13: 71
Number of Day Pupils	Total: 303
Number of Boarders	Total: 49 Full: 12 Weekly: 37
Head of EYFS Setting	Mrs Jane White
EYFS Gender	Mixed
Inspection dates	9th Oct 2012 to 12th Oct 2012

PREFACE

This inspection report follows the *ISI schedule*, which occupies a period of four continuous days in the school. The previous ISI inspection was in December 2009.

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. 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.

ISI is also approved to inspect the Early Years Foundation Stage (EYFS), which was introduced in September 2008 and applies to all children in England from birth to 31 August following their fifth birthday. This report evaluates the extent to which the setting fulfils the requirements of the Early Years Foundation Stage Statutory Framework published by the Department for Education (DfE) and follows the requirements of the Childcare Act 2006 as subsequently amended.

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.

Ofsted monitors the work of independent inspectorates, including a sample of inspections, and you can find the latest evaluation of the work of ISI on the Ofsted website.

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

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

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

registered provision (for pupils aged under three), reports are required to use the same terminology ('outstanding', 'good', 'satisfactory' and 'inadequate') as Ofsted reports.

INSPECTION EVIDENCE

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

Mr Graham Nunn	Reporting Inspector
Mrs Serena Alexander	Team Inspector (Former Headteacher, IAPS school)
Mr Jimmy Beale	Team Inspector (Headteacher, IAPS school)
Mrs Frances Mwale	Team Inspector (Deputy Head, IAPS school)
Mr Ian Rowe	Co-ordinating Inspector for Boarding
Mrs Rosamund Walwyn	Co-ordinating Inspector for Early Years

CONTENTS

	Page
1 THE CHARACTERISTICS OF THE SCHOOL	1
2 THE SUCCESS OF THE SCHOOL	2
(a) Main findings	2
(b) Action points	3
(i) Compliance with regulatory requirements	3
(ii) Recommendations for further improvement	3
3 THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS	4
(a) The quality of the pupils' achievements and learning	4
(b) The contribution of curricular and extra-curricular provision (including community links of benefit to pupils)	5
(c) The contribution of teaching	6
4 THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT	8
(a) The spiritual, moral, social and cultural development of the pupils	8
(b) The contribution of arrangements for pastoral care	9
(c) The contribution of arrangements for welfare, health and safety	10
(d) The quality of boarding	10
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 Eagle House School is a co-educational preparatory day and boarding school for pupils aged between three and thirteen years. It was founded in 1820, moving to its present site in 1886. It was purchased by Wellington College in 1968. The school is independent of the college on a day-to-day basis, although the charitable trust ensures that the majority of governors on its council must also be governors of the college.
- 1.2 The school is located in 30 acres of ground near to Crowthorne in Berkshire. It is based in a number of buildings which have been substantially extended and altered over the years. Since the previous inspection in 2009, investment has taken place into information and communication technology (ICT) and the refurbishment of the main building and the chapel. A new playing surface for sport has been added and construction work has commenced on a sports hall and performing arts centre.
- 1.3 Children join the Nursery at the start of the term in which they become three. They remain in the Nursery until they are four and then move into the Reception classes for their final year in the Early Years Foundation Stage (EYFS). Pupils then join the pre-preparatory (pre-prep) section of the school before transferring to the preparatory (prep) section at seven.
- 1.4 The school aims to open the minds of children by offering them a stimulating and inspirational environment in which they can learn and grow. It intends to nurture and guide children, thus enabling them to face each adventure and challenge with confidence. It hopes to instil a desire for knowledge, a respect for each other and the world around them, and the motivation to succeed in all they do. It seeks to encourage independence and leadership. While respecting all other religious faiths, the school seeks to maintain its Christian foundation, where its traditions, combined with a willingness to embrace change, give pupils the time of their lives.
- 1.5 The school currently has 352 pupils aged three to thirteen. Of these, 201 are boys and 151 are girls. Forty-six children are in the EYFS. Seventy-one pupils are in the pre-prep for Years 1 and 2, and 235 pupils are in the prep section for Years 3 to 8. Forty-nine pupils board for varying lengths of time.
- 1.6 Most pupils live within a ten-mile radius though boarders usually attend from further away. Pupils mainly come from homes with above-average socio-economic circumstances where parents work predominantly in business or in professional occupations.
- 1.7 Twenty pupils have English as an additional language (EAL) and nine receive additional help with their learning of English. Approximately one in eight pupils are from ethnic minority groups. Eighty-seven pupils have been identified as having special educational needs and/or disabilities (SEND). No pupil has a statement of SEND. The ability profile of the school is judged to be above the national average although there are variations of ability within that overall judgement. At the age of thirteen, approximately half of the pupils transfer to Wellington College and others move to their first choice school elsewhere. A small number leave at the age of eleven to go to local selective schools.
- 1.8 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 Eagle House School fulfils its aims very well. Pupils' achievements, including those of children in the EYFS, are excellent as are their attitudes to learning. This is an improvement on the findings of the previous inspection. The overall quality and standards of the EYFS are excellent, successfully achieving its aim to provide a stimulating and inspirational environment in which children can learn and grow. Almost all children reach the Early Learning Goals by the age of five, with the majority exceeding them. In the main school, pupils' knowledge, skills and understanding develop well right across the curriculum. Pupils are highly articulate and use their literacy and numeracy skills very well in different subjects. The use of their information and communication technology (ICT) skills is also good. Pupils' creativity is of high quality and they reason and investigate for themselves with enthusiasm. Pupils of all abilities make a high rate of progress. Consequently they reach excellent levels of achievement. Such progress is largely the result of the high quality teaching overall. However, the quality of marking is variable. Pupils with SEND and EAL also make significant progress because they often receive individual work and support in their lessons, and the provision for them is good. The organisation of the provision is undergoing a restructure and communications with all involved are developing at a rapid rate, although the school is aware that this is not yet fully implemented. Provision for those who are gifted and talented is good with most lessons having work set that closely matches their abilities. The pupils' behaviour is excellent. The broad and well-balanced curriculum, together with an excellent range of extra-curricular activities, trips and visits, support pupils' learning extremely well.
- 2.2 Pupils' personal development is excellent right across the school from the youngest children onwards. It is well supported by the outstanding pastoral care given and good arrangements for their welfare, health and safety. Pupils respect each other and work very well together. They are able to reflect on the non-material aspects of their lives and show great compassion for those less fortunate than themselves by fund-raising for charity. Appropriate checks are carried out for any health and safety issues. The safeguarding of pupils is secure. The provision for those pupils who board is excellent.
- 2.3 Governance is excellent and governors have a detailed insight into the working of the school. They are most effective in exercising their monitoring role and in providing support, challenge and the stimulus for growth and improvement. High quality strategic planning and good school improvement planning are in place. The leadership and management of the school are good at all levels, including those in the EYFS. New strategies monitor the work of the school and a well-structured and systematic approach is being taken. However, the new management structure in both the main school and in the EYFS is not yet sufficiently clear or co-ordinated. Policies to cover aspects of school life are regularly reviewed and are almost always implemented appropriately by staff. Links with parents are excellent and they are generally happy with their involvement with the school.

2.(b) Action points**(i) Compliance with regulatory requirements**

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

2.4 The school meets all the requirements of the Independent School Standards Regulations 2010.

2.5 The school meets all the National Minimum Standards for Boarding Schools 2011.

(ii) Recommendations for further improvement

2.6 The school is advised to make the following improvements.

1. Ensure that the roles and responsibilities of the senior leadership team and heads of departments are fully understood and are rigorously implemented.
2. Extend and develop further the systems recently put in place for pupils with SEND.
3. Ensure that a more consistent approach to the marking of pupils' work across the whole school is carried out.
4. In the EYFS, further develop the roles, responsibilities and practices of the senior managers.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 The overall quality of the pupils' achievements and learning is excellent.
- 3.2 Pupils are very well educated in accordance with the school's ambitious aims. Pupils are offered the support and encouragement needed to thrive, grow in confidence and realise their full potential.
- 3.3 From the EYFS onwards pupils achieve high levels of knowledge, understanding and skills in curriculum subjects and extra-curricular activities. They have an extremely wide range of knowledge for their age; they are highly articulate, read confidently and are able to reason logically. Younger pupils achieve excellent standards of literacy and older pupils write very well, both imaginatively and factually. Pupils' numeracy skills are very strong; they can work independently and think critically. Pupils use ICT competently across a range of subjects for research or to present their work. The pupils are very creative, as seen in the excellent art work and in the published book of poetry. Their achievements in the performing arts are particularly strong, with an excellent record of scholarships in 2012 in both music and drama.
- 3.4 Both group and individual achievements of pupils outside the classroom are significant. The wide range of extra-curricular activities enables pupils to extend their interests and where appropriate, compete successfully at county or national level. Sports teams achieve high levels of success locally and nationally in a wide range of sports, which include swimming, golf, tennis, chess and judo as well as cricket, netball, football and rugby. Success in art, music and drama is considerable and pupils appreciate the opportunities to try out new activities. Arrangements for specialist teaching beyond the school are made to accommodate the needs of pupils with specific gifts in order for individual potential to be successfully developed, for example in sport and dance.
- 3.5 The achievements of pupils with SEND are generally good, following the recent review. An English lesson for less able pupils allowed them to work in pairs to deepen their understanding of a *Woman in Black*. They went on to produce, then edit and redraft an excellent piece of extended writing. Pupils with EAL also achieve well, largely as a result of the high quality support programme in place for them. Success for pupils in areas other than external examinations, such as sport and music is recognised and lauded through the 'Golden Eagle Awards' programme, which very efficiently charts pupils' achievements in all areas of school life.
- 3.6 Pupils' attainment cannot be measured in relation to average performance in national tests but, on the evidence available from lesson observations, work scrutiny and interviews with pupils it is judged to be excellent in relation to national age-related expectations. Pupils gain a place in their first choice senior school, with a significant number gaining all-round or academic scholarships, as well as sporting, drama or musical awards. This level of attainment, as judged, indicates that pupils make a high rate of progress in relation to pupils of similar ability. In the EYFS, excellent progress is made towards the Early Learning Goals with most children achieving them by the age of five and many children exceeding them. At this age many pupils are active learners, able to work independently, think critically and be creative. This is particularly the case in literacy and numeracy where their

knowledge and skills are particularly well developed. Children have a good grasp of initial letter sounds and many are well able to do simple sums in numeracy.

- 3.7 Less able pupils throughout the school are well supported through the provision of individual or class-based support. However, opportunities to offer academic challenge to the most able are not always sufficiently evident across the whole curriculum.
- 3.8 From the EYFS upwards, pupils have excellent attitudes to learning. Their exemplary behaviour in the classroom strongly supports their overall achievement. They are diligent and focused and put forward their own ideas with confidence. They are skilled learners, capable of working both independently or co-operatively and can organise their work efficiently.

3.(b) The contribution of curricular and extra-curricular provision (including comments linked of benefit to the pupils)

- 3.9 The overall quality of the curricular and extra-curricular provision is excellent.
- 3.10 The curriculum is appropriate for all ages and abilities and reflects the school's aims; it is broad and balanced, focusing on literacy and numeracy in Years 1 to 4. It is complemented by a wide range of extra-curricular activities at lunch times, after school and those included in the 'Golden Eagle' programme on Saturday mornings. Themed and 'off-timetable' days help to keep the curriculum fresh for staff, who are passionate about their subjects and so promote high levels of motivation in pupils. The breadth of the curriculum throughout the school contributes strongly towards pupils' achievements and their knowledge, skills and understanding. It broadly follows the National Curriculum in Years 1 to 6 and then either Common Entrance or scholarship syllabi in Years 7 and 8, with an emphasis on the academic and Wellington scholarships. Lunchtime clinics are also held for pupils to consolidate their understanding.
- 3.11 The broad and balanced curriculum covers more than the requisite areas of learning by including French, Spanish and Mandarin for the younger pupils and by adding Latin and Greek for the older pupils. They also benefit from some specialist teaching from the Nursery onwards. From Year 5, all subjects are taught by specialist teachers. In Years 1 to 4, humanities is taught through the creative curriculum so that pupils begin to appreciate the links between various subjects. Planning for continuity of learning is very good, showing progression through subject skills and content, although the quality and format of curricular planning is variable. ICT lessons also provide pupils with skills to support their work in other subjects. For example, the acquisition of a considerable number of new electronic devices provides excellent opportunities for pupils to develop their ICT skills. A personal, social, health and citizenship education (PSHCE) programme, 'Learning for Life', encourages all pupils to gain an understanding about themselves, of other people and the wider world. In addition, the Edleston project, set up in honour of a former chair of governors, greatly enhances pupils' opportunities to research, note take and work independently. The curriculum is highly suitable for pupils of all ages and abilities. Its effective structure and thorough planning greatly enhance pupils' progress and the standards they attain.
- 3.12 Pupils with SEND are well planned for. Such pupils have good individual education plans with targets of which all staff are aware. The very recent extensive review of the provision for these pupils is beginning to enhance the support offered but the

school is aware that it is not yet fully implemented. As pupils progress through the school they are grouped by ability in almost all subjects. This enables the gifted and talented pupils to make progress in line with their abilities. However, even within those top groups, work is not always adequately matched to pupils' ability. The curriculum for those pupils with EAL is most appropriate and well matched to their needs.

- 3.13 The quality and provision of the curriculum for the EYFS are excellent and cover all areas of learning. Planning is of high quality and adults give children activities that are closely matched to the needs of the individual. Such planning ensures that every child is suitably challenged by the learning experiences provided.
- 3.14 Extensive sporting provision allows pupils to experience a wide range of team and more individual pursuits. Extra-curricular activities are of good quality, for example tennis and an electric car racing club, with others provided by outside agencies, such as Arsenal Football Club, who give coaching within the curriculum and in holidays. The wide range of extra-curricular activities enables all pupils to extend their interests with golf, judo, table tennis, ballet, chess and computing all available: activities tend to be sports or arts-related, rather than more cerebral. Some musical groups are compulsory for selected pupils, for example the Cha Cha Ch (Chorister Chamber Choir) but other choices are open to all.
- 3.15 Outside visits, including residential trips for Years 3 to 8, form a part of the programme also and allow pupils to develop their leadership, teamwork and service skills. Many topical workshops and visits are organised to enhance the curriculum, for pupils of all ages.
- 3.16 Links with the local community are strong and fostered through chapel visits from the local vicar, visits from the police and other agencies as well as with trips out into the community. Pupils recently helped to clear litter in a nearby park, during 'Make a Difference Week'. There is support for charities, both at home and further afield. Such opportunities greatly enhance the benefits that the pupils gain from the local community.

3.(c) The contribution of teaching

- 3.17 The contribution of teaching is excellent.
- 3.18 Pupils' high levels of achievement are attained largely as a result of the excellent teaching they receive. The teaching is most effective in promoting pupils' rapid rate of progress. In addition, such teaching helps pupils to achieve individual excellence, which is in line with the aims of the school.
- 3.19 Numerous opportunities are given to pupils to enable them to discuss their work in subjects such as art and English and to think for themselves. This has a significant impact on developing pupils' self-confidence and oral communication.
- 3.20 Teachers' subject knowledge and lesson planning are excellent and, in the best practice, lessons are clearly planned taking into account an assessment and understanding of each pupil's needs. The best lessons are also characterised by lively and enthusiastic teaching, appropriately demanding tasks and by the use of questioning techniques that challenge pupils' thinking. In such teaching, the tasks set are varied and well matched to pupils' abilities. Praise and encouragement are well used and this adds to pupils' excellent learning and progress. On those very few occasions where teaching is not so highly effective, the pace of lessons is

slower and the work is not sufficiently closely matched to different pupils' abilities. Consequently, the pupils have more limited opportunities to think for themselves or take some responsibility for their learning.

- 3.21 In the EYFS, adults provide good targeted support for the children, allowing all to make excellent progress. Good questioning encourages creativity and critical thinking skills in adult-led activities. High quality planning, for activities both indoors and outside, ensures that every child is suitably challenged by the learning experience provided. Planned activities are based on thorough and accurate observations and assessments matched to the full range of children's needs. Staff have high expectations of children's work and behaviour and use a good range of both indoor and outdoor resources to engage them in their learning.
- 3.22 Work for pupils with SEND is carefully planned by teachers in order to provide individual help for them in their lessons. Such planning is based on good quality individual education plans which provide information about each pupil's particular needs. This enables teachers to be able to adapt their teaching even more appropriately for these pupils. Pupils with EAL are well catered for in individual lessons or in some cases through withdrawal support. The needs of gifted and talented pupils are very well catered for in most lessons, although on a few occasions, they are not given work that is precisely matched to their individual needs.
- 3.23 Classrooms contain resources of good and, in many cases, excellent quality which teachers use appropriately to motivate their pupils. An interactive whiteboard is available in most classrooms and this helps to produce stimulating lessons, thus enthusing pupils and maintaining their interest.
- 3.24 In the EYFS, observations, photographs and assessments of work allow staff to build up an accurate picture of each child's learning and development which is summarised in folders of their work and books. These are shared with parents regularly. In the rest of the school, the marking of pupils' work is of sound quality. On almost all occasions the work is marked and in the very best practice the marking contains encouraging words, suggestions for improvement and appropriately sets targets for pupils to achieve. However, practice in this area is variable and in some cases few helpful comments or targets are added. Pupils say that they are, on many occasions, given verbal feedback, so that they know what they have to do to continue to improve. In addition, assessment data is compiled effectively to monitor pupils' progress in many subjects. This information is then well used to enable teachers to plan further work for their pupils which matches their needs more closely.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 The quality of the spiritual, moral, social and cultural development of the pupils is excellent.
- 4.2 The personal development of the pupils by the time they leave the school is excellent. Pupils of all ages thrive, are confident and are at ease with their fellow pupils, staff and other adults. The pupils develop independence of thought and high quality relationships exist between staff and pupils and between the pupils themselves thus creating and maintaining the positive ethos identified as part of the aims of the school. The school's 'Learning for Life' programme is central to this as it exposes them to a variety of challenges. Leadership is encouraged and nurtured from an early age. Pupils are made aware of the needs of the less privileged through initiatives such as the 'Make a Difference Week'.
- 4.3 The development of the pupils' spiritual awareness is excellent. Pupils' engagement with the non-material aspects of life is a feature of assemblies, the 'Learning for Life' programme and the strong Christian ethos which permeates the school. Spiritual awareness is also developed through topics in the religious education curriculum as seen in a lesson discussing the ethics of wealth. Pupils from the EYFS onwards are helped with their spiritual development as a result of following a broad curriculum that celebrates creativity in music and the arts. Pre-prep pupils also learn to appreciate the natural world through outdoor exploring, nature walks and art.
- 4.4 Pupils demonstrate an excellent standard of moral development. They explore moral themes such as the differences between right and wrong, very well. They have a strong sense of fair play; they understand and adhere to the effective code of conduct in the prep department and the golden rules in the pre-prep. Pupils collect awards for academic and personal successes and these contribute towards the totals for their section (house) which gives them a strong sense of community responsibility. Pupils are aware of the need for sanctions and have discussed these in the school council.
- 4.5 The pupils have an excellent social awareness, encouraged by the strong sense of community throughout the school. Co-operation in classes is evident, with pupils readily helping others. This is particularly noticeable in the EYFS where pupils at an early age learn to share equipment and co-operate on joint tasks. This helps them to respect one another. The lunchtime seating arrangements, when pupils fill up tables as they arrive, leads to friendship and respect across year groups. This is reinforced by the 'buddy' system where older children act as mentors to younger ones. Pupils learn to take on leadership roles from a young age. The elected school council is active and reflects the views of their peers. The Year 8 leadership team carry out their duties effectively and benefit from leadership training at Wellington College. Pupils in the prep department contribute to the wider community and generously raise money for charities.
- 4.6 Pupils' cultural development is excellent. They have respect for their own culture through their extensive programme of music, drama and creative arts. Pupils are developing an increased understanding of other faiths, with pre-prep celebrating Diwali and Hanukkah. All pupils' strong cultural appreciation is enhanced by a broad programme of educational trips and visits. Older children have had the opportunity to go further afield and meet those from other cultures. Pupils also benefit from

close cultural links with Wellington College. The newly introduced Edleston project gives older pupils the opportunity to use their cultural knowledge; it has proven to be a showcase for their talent and imagination.

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

- 4.7 The arrangements for pastoral care are excellent.
- 4.8 Such arrangements make a strong contribution to pupils' excellent personal development, in accordance with the schools aims. Recent developments to the tutor system have further allowed the hard working and dedicated staff to establish highly effective relationships with pupils. In addition, relationships amongst the pupils themselves are excellent. The school's excellent pastoral systems ensure that all pupils are well cared for and treated as individuals. Pupils are encouraged to develop interests in a wide array of pastoral issues and most recently they have discussed global poverty, with an emphasis on malnutrition. Pastoral year heads hold regular meetings with tutors to monitor issues and pupils' progress. In their responses to the pre-inspection questionnaire, a small minority of pupils commented that they did not feel staff were fair in giving sanctions. In conversation with inspectors, it was evident that pupils are most appreciative of the care they receive and the issue about sanctions was not supported during the inspection.
- 4.9 The school is highly effective in promoting excellent behaviour. In the pre-inspection questionnaire, a very few parents commented that the school did not always deal well with incidents of bullying, but in many interviews with pupils they said that they felt safe and that staff were always available to support them if they had problems. Consequently, inspection findings show that there was no evidence of bullying during the course of inspection and that there were adequate strategies for dealing with any occurrences. A worry box is used for pupils to express their uncertainties and pertinent issues are tackled as they arise. Good systems record and monitor patterns of pupil behaviour; such systems have been used well to effect change.
- 4.10 Adults working in the EYFS are well deployed to provide support for children's welfare. Relationships are very positive and pupils' behaviour is managed extremely well. In the Nursery and Reception classes, children have high quality, sensitive pastoral support from 'key persons', who liaise very well with parents and carers to ensure that information and advice are shared, thus effectively giving very good levels of care. Such a role is fulfilled by form teachers and tutors elsewhere in the school and opportunities such as circle time are used successfully to address issues relevant to the well-being, development and care of all pupils.
- 4.11 Pupils are aware of the importance of healthy eating and exercise. Lunches and evening meals for the boarders are good and offer a good choice as well as a healthy option. Whilst a number of pupils felt the meals were not very good, inspectors found them to be both nutritious and plentiful. The pupils enjoy regular exercise through physical education and games lessons as well as in other activities. The plan to improve educational access for pupils with SEND is appropriate. Communication with parents of pupils with SEND is improving considerably.
- 4.12 The pupils' views are sought and they report that they have a voice that is acted upon. The school council has representatives from Years 2 to 8 and meets regularly. Older pupils support younger pupils and a strong, supportive family atmosphere prevails throughout the school. The generous staff-to-pupil ratio ensures that staff have a very good understanding of pupils' concerns and priorities.

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

- 4.13 The contribution of the arrangements for the welfare, health and safety of the pupils is good.
- 4.14 The safeguarding policy is comprehensive and accurately reflects current practice. All staff, including those in the EYFS, receive child protection training, which is updated at the required frequency. Personnel involved in the appointment of staff have received appropriate training in the correct procedures. Health and safety procedures are generally good with records and documentation being passed through an appropriate committee which meets termly. Risk assessments are detailed for activities across the whole school, ensuring that the safety of pupils is well considered. However the monitoring of the quality of risk assessments is not always sufficiently thorough, neither is the application of them in practice. A good system for assessing risk for off-site visits exists. All the necessary measures to reduce the risk from fire and other hazards have been taken and regular fire practices are held.
- 4.15 Pupils who become ill during the day are well cared for in appropriate accommodation by matrons and accidents are reported promptly and carefully. Appropriate numbers of staff are trained in first aid including paediatric first aid training for EYFS staff. Staff are well informed about individual medical needs and conditions of pupils and high quality medical records are well maintained. The admission register is fully complete, an improvement since the previous inspection, and attendance registers are filled in and stored correctly; pupils' attendance is well managed.

4.(d) The quality of boarding

- 4.16 The overall quality of boarding is excellent.
- 4.17 The outcomes for boarders are excellent. They develop outstanding personal skills which fulfils the school's ambitious principles of boarding. Boarders are highly articulate and confident while also demonstrating high standards of self-reliance and integrity. Relationships between boarders and staff are outstanding and all boarders speak positively of the boarding experience. They feel happy, extremely safe and very well supported within the boarding community and know who they can approach for personal guidance and help, including nominated adults outside school. Support for boarders with EAL and SEND is a strength. The boarders highly value and celebrate other boarders from different cultures and enjoy introducing them to their ways of life. No evidence of any discriminatory approaches to any pupils' groups is apparent. Boarders contribute to the smooth running of their house, assuming responsibilities and taking pride in the contribution they make. The older boarders, who earn the responsibility of being a prefect, relish being a role model for younger ones to look up to and younger boarders aspire to it. Boarders are most confident that they have a voice in their community and believe that their views will be sympathetically heard and acted upon. The 'Drop Box' for suggestions and the boarding council have all brought about important change which the boarders appreciate. All boarders know exactly what communal living and life skills they are gaining from the experience and could relate this to how it helps them when moving onto their next stage in life at school or beyond.
- 4.18 The quality of provision and care is excellent. The boarders are extremely well cared for and the boarding provision is effective in supporting their individual needs

and helping to keep them safe, fit and healthy. New boarders receive an induction programme and are well looked after by older boarders, particularly in the early stages of their boarding experience. Care plans are carefully formulated and all staff are familiar with them. Medical care and provision are of a significant quality and staff are most knowledgeable and highly trained. Comprehensive medical history information and permissions for emergency treatment are kept for each boarder. Meal times are well-ordered, social occasions where food is plentiful and nutritious; menus change regularly and all individual dietary needs are catered for. The birthday meal is a highly anticipated event as also is the boarding houses' unique way of ending the birthday celebrations once they have sung 'happy birthday'.

- 4.19 Boarders benefit greatly from the excellent facilities that are made available for them both within the boarding house and within the school generally. Many opportunities exist for joint activities or for being quiet and relaxing on their own if that is what they prefer. Both in the evenings and at weekends, many recreational activities are made available to them including visits to local attractions and events. Not all have to take part in such activities and sufficient time is made available to enable them to decide what they want to do for themselves. Boarders have an extensive understanding of global current events through newspapers, television and the internet. As a result they are well able to form their own opinion on such matters. The school's extensive grounds facilitate excellent opportunities for boarders to both relax and enjoy the many physical activities available. The boarding house is very well maintained and an ongoing programme of refurbishment is being undertaken. Dormitories are light and airy and boarders are encouraged to display personal items in their own particular area. Common usage areas are similarly well maintained and contain an excellent stock of resources for the boarders to use. Boarders mentioned that it was easy to privately contact home by a variety of methods during their busy daily schedule.
- 4.20 Excellent arrangements are in place to promote the welfare and safeguarding of the boarders. The boarding house operates on very few rules and boarders have a deep understanding of right and wrong. They eagerly ensure that the reward system works and no individual privileges are lost, resulting in excellent behaviour throughout the boarding house at all times. The safeguarding policy is comprehensive and all staff are suitably trained in child protection to an appropriate level. Staff supervising boarders are always plentiful, organised and well trained and are genuinely interested in the welfare of the boarders. They believe that the experience the pupils have should be happy and fulfilling, contributing significantly to their overall development. Regular security checks are carried out to ensure the safety of the boarders. Stringent measures are in operation around the school, to ensure that boarding areas cannot be accessed inappropriately. Risk assessments are carried out and acted upon by the boarding house staff. Boarders are also asked to take on some responsibility for monitoring their own health and safety, by reporting any areas or occurrences where they feel there might be a health and safety issue. Fire practices are held regularly, both during evening sessions and in the early morning. Portable appliance testing is carried as part of the routine health and safety procedures of the school and these are routinely monitored. The policy and procedures for physical restraint and searching for a pupil are all written but have never had to be invoked. No evidence of bullying or unkind behaviour was either observed or reported by the boarders. They were adamant that such unsuitable behaviour rarely occurred, but if it did they knew exactly what to do and to whom to report it.

- 4.21 The leadership and management of the boarding provision are excellent. Boarding is viewed as an important part of the school and well-developed communication channels exist between senior management and the boarding staff. The management structure is clearly defined and effectively responds to the needs of the boarders. In addition, staff are most diligent in maintaining these high standards and regularly meet to consider ways to improve even further. Staff appraisal and the opportunity for extra training keeps the boarding team focused on the boarders themselves. Along with the regular formal and informal staff meetings, the boarding house runs smoothly and pleasantly, with noticeable harmony of purpose. As a result of the outstanding leadership, boarding is highly regarded and boarders are appreciative of the care and support they receive. Staffing levels are well maintained and boarders commented that the staff are always taking a keen interest in their welfare. The school's website, together with documentation for staff, parents and boarders including those new to boarding, provides comprehensive guidance on aspects of boarding life. Considerable attention is paid to developing the boarders' provision through clear priorities for improvement and the regular reviewing of policies. In the pupils' responses to the questionnaire, a number mentioned that they could not make drinks and snacks when they wanted. However, the inspectors did not concur and found that provision was made for snacks to be provided by the school. In their responses to the parental questionnaires, parents were almost unanimously appreciative of the level of the care and support the boarders received. A small number of parents expressed concerns that on occasions it was difficult to contact care staff. However, inspectors felt that there were sufficient opportunities made and that appropriate systems were in place should an emergency arise. The school has responded to all of the recommendations made in the previous inspection concerning the areas of fire risk assessments, recruitment checks on staff and the fitting of window restrictors.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of the governance of the school is excellent.
- 5.2 Governors provide careful and considered governance which supports the development of the school and is fully in line with its aims, as well as supporting the pupils' excellent achievement and personal development. Governors have a broad range of specialist skills. Many of the governors are parents of former pupils of the school, which strengthens their relationship with the school. Governors exercise prudent financial management and communication between governors and the senior managers of the school is excellent. The governors' involvement in the EYFS is effective and developing well. All aspects of education and care provided by the school, including pastoral education, finance and safeguarding, are discussed as part of the efficient committee system.
- 5.3 Governors are fully involved in strategic planning as they work together with the staff and senior managers to consider the future developments of the school. In addition, they are further kept informed by reports from the head at frequent intervals. Their thorough understanding of the school's needs enables them to maintain a well-informed oversight of the school and oversee strong educational provision and appropriate investment in staff and material resources.
- 5.4 Governors are well aware of their legal responsibilities and discharge them carefully. With regard to safeguarding and child protection they maintain regular contact with the school's designated persons and review the school's policies annually. This is an improvement on the previous inspection when such monitoring was regarded as being insufficiently thorough. Health and safety policies and the associated risk assessments are also carefully monitored at this overview level.
- 5.5 Governors attend concerts and a variety of other school functions including sports matches and the pre-prep events. Some governors, particularly those with areas of specific responsibility, are beginning to visit the school on a more regular basis to observe the day-to-day practice.

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

- 5.6 The quality of the leadership and management of the school is good.
- 5.7 The leadership and management of the school are effective in enabling the school to achieve its overall aims. Since the previous ISI and boarding inspections, the school has ensured that recruitment procedures are robust. In addition, checks on regulatory compliance are systematically made. Some progress has been made with regard to reviewing the roles of senior managers and heads of department, and the school is well aware that this work is not yet completed. The head and recently re-organised senior leadership team are efficient and highly approachable. This re-organisation has meant that there is rather a large team which requires the resultant strong leadership. The distribution of responsibilities has covered all aspects of leadership and management, although the effectiveness with which it operates is too early to judge. The roles of heads of department are awaiting further clarification in the light of this senior management review. The leadership and management of the

EYFS is also good although, again following a very recent re-organisation, the actual detailed clarification of the roles and responsibilities of those concerned is not firmly established. Good progress has been made since the previous inspection with regard to the EYFS, in that staff now have a very good understanding of regulatory compliance and the monitoring of this is now carried out efficiently. Though roles and responsibilities are not clearly identified, the safeguarding and welfare of the children is most carefully ensured and policies and procedures are in place to promote equality and to ensure that there is no discrimination. Resources are plentiful and are very well used to support children's learning.

- 5.8 Those in senior leadership positions play a significant part in raising pupils' achievement levels and in extending their personal development. A welcoming stimulating and inspirational environment is provided for the pupils. Good quality school improvement planning clearly identifies an appropriate number of objectives. Such planning links into the longer-term school strategic planning. Good strategies to monitor the ongoing work of the school are carried out appropriately by the school's senior management. The school takes care to select good quality staff and effective strategies for their induction are used. The professional development of staff is good and they are well trained in their individual roles. In addition, the school's recently introduced appraisal system is of high quality and plays a significant role in individual staff development. Policies and procedures for various areas of school life are regularly updated and these are of good quality. On occasions not all policies, for example the policy for marking pupils' work, are rigorously carried out in practice. Teachers, classroom support assistants and non-teaching staff are deployed effectively and make a significant contribution to pupils' welfare and learning. Staffing levels are good and excellent support is given to all pupils. Risk assessments are carried out for all areas of the school and these are appropriate, although they are not always sufficiently well monitored and effectively overseen in actual practice.
- 5.9 Senior managers are diligent in ensuring that those working with pupils are suitably checked through appropriate recruitment procedures. The central register of appointments is completed accurately and fully, and all staff are trained in safeguarding and child protection procedures. In their responses to the pre-inspection questionnaires and in interviews, pupils reported that they really enjoy being at the school and that they were very proud of it. A few parents, in their pre-inspection questionnaires, felt that the school was not well led or managed, but the inspection findings did not substantiate this view.
- 5.10 The school's links with parents are excellent, from the EYFS onwards, successfully meeting the aims of the school. An open and accessible culture ensures that parents feel welcome. In their response to the pre-inspection questionnaire, parents indicated they were extremely positive about several aspects of school life. They were particularly pleased with the opportunities they were given to be involved with the life and work of the school and the particularly good systems of communication. Some parents felt the school had not handled their concerns adequately. A number also felt that they did not receive sufficient information about their child's progress. The school has a good complaints procedure which is closely followed and inspection findings also showed that good information is provided for parents about their child's progress.
- 5.11 From the EYFS onwards parents have excellent opportunities to be actively involved in the work and progress of their children. As soon as a child begins school, parents are kept fully involved with what their child is doing and the progress that their child

is making. The school is most successful in establishing those early, highly positive relationships which result in parents feeling knowledgeable and confident with what is happening to their child. Throughout the school parents' meetings are held regularly both to inform parents about their child's progress and to keep them informed about the curriculum. Special presentations are given to parents about subjects such as the teaching of reading, mathematics, handwriting and study skills and these are particularly well received. Parents of younger children can speak with staff at any time when they collect or deliver their children or by special appointment if they wish. The new tutor system ensures that direct lines of communication are available daily for the parents of older children. Further means of communication are offered through the weekly *Eagle* newsletters, the head's letters and the popular end-of-year reviews in both the prep and pre-prep departments.

- 5.12 The written reports provided for parents about an individual child's progress are most helpful and informative and identify targets for improvement. Parents are invited into the school by the Eagle House Association for a range of social and fundraising events, including balls, summer parties and a drinks evening for new parents at the start of the year. Parents also attend 'Moment to Share' sessions in the pre-prep and every year group is invited to a social coffee morning with the head at the start of the school year.
- 5.13 The school's website is being developed and provides appropriate access to the required policies and procedures for parents of current as well as prospective pupils. It provides considerable detail about school events as well as good, relevant information for those who may wish to join the school.

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