

School inspection report

25 to 27 June 2024

Eagle House School

Crowthorne Road

Sandhurst

Berkshire

GU47 8PH

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. Governors and leaders carry out their roles effectively. They identify the key areas for development that link to the school's aims. Leaders' improvement plans highlight the necessary actions to move the school forward. Some initiatives are new. Leaders need to check closely that the reasons for their actions are understood by staff and have the desired impact on pupils' education and outcomes.
2. Governors, leaders and staff are fully committed to pupils' happiness and welfare being at the forefront of all their decisions. This includes pupils who board at the school. The recent addition of the wellbeing hubs alongside trained mental health first aiders and counsellors ensures that pupils' emotional and mental health needs are a high priority. Pupils' wellbeing is carefully checked and effective support is put in place when required. These measures help pupils to access the curriculum and continue to achieve well.
3. Pupils of all ages make good progress, helped by knowledgeable teachers and leaders who focus on the quality of education they provide. Teachers' plans are thorough and enable pupils to increase their subject knowledge and skills as they progress through the school. Leaders and teachers assess pupils' progress regularly. However, teachers do not consistently use this information to identify pupils' next steps. Pupils do not always get the support or the challenge that they need to learn successfully.
4. Leaders have high expectations for how pupils should behave. Leaders monitor pupils' behaviour and put strategies in place to ensure that instances of poor or disruptive behaviour are minimised. Where leaders' strategies are consistently applied, pupils' behaviour improves. However, in a small number of lessons, teaching staff do not use these strategies to good effect and some pupils do not behave appropriately.
5. Pupils' individual educational and pastoral needs are carefully considered. Pupils who have special educational needs and/or disabilities (SEND), are quickly identified and their needs met well by a suitably trained team of teaching assistants and special educational needs assistants. As a result, pupils who have SEND make good progress.
6. Pupils' experience of school is greatly enhanced by the broad co-curricular programme which caters for pupils' wide range of interests. Older pupils are introduced to different career options. However, leaders need to plan and provide pupils with a more structured careers programme that gives pupils the information and guidance they need to begin to consider their future careers.
7. Children in early years enjoy a happy and inclusive learning environment. Teaching staff make effective use of many stimulating resources and the school grounds. Children make good progress across all areas of learning.
8. The school's premises and boarding accommodation are maintained effectively. There are comprehensive systems in place for health and safety, fire, supervision and first aid.
9. Safeguarding arrangements are robust. Staff are suitably trained with regular updates, so they know how to report concerns. Leaders respond to any concerns promptly, ensuring that pupils receive the appropriate support. Governors maintain an effective oversight of the safeguarding policy and procedures. They ensure that recruitment procedures are accurately followed and recorded.

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:

- monitor and evaluate that the recent actions to strengthen teaching and learning are effective and used consistently across the school so that pupils make good progress and achieve well
- support teachers to use the comprehensive assessment information regarding pupils' progress to plan and teach lessons that meet pupils' needs so that pupils learn successfully over time
- ensure that the recently revised behaviour policy and systems are understood and consistently applied by all staff so that pupils are supported to behave well in all lessons
- strengthen the careers education programme so that older pupils are given sufficient advice and guidance to make informed decisions about their next steps and future careers.

Section 1: Leadership and management, and governance

10. The school is managed and led effectively. Leaders at all levels understand their responsibilities and strive to promote pupils' wellbeing. The school's values of kindness, respect and courage are encouraged and demonstrated by leaders, staff and pupils alike. This supports pupils to participate readily in all aspects of school life. Leaders have recently introduced initiatives to make teaching and learning more effective across all subjects and in all year groups. Leaders are currently working with staff to embed these consistently across the school.
11. Governors put their different skills and expertise to good use. They scrutinise all aspects of the school's work through regular visits and reviews of policy and practice. They provide suitable support and challenge, where necessary, to ensure that leaders and managers have the knowledge and skills to fulfil their responsibilities.
12. The leadership team, led by the headteacher, has established a nurturing and inclusive environment where pupils feel supported both academically and emotionally. The emphasis on pupils' personal development coupled with strong pastoral care, contributes to pupils' positive school experience. The wellbeing hubs, which welcome pupils and staff who need time to re-set, has been positively embraced by the school community who have found this facility both beneficial and supportive.
13. Leaders analyse all aspects of risk comprehensively, including wellbeing risk assessments for pupils who have SEND. These assessments consider the possible risks associated with an activity and identify the appropriate actions to mitigate these. Managers put the right procedures in place to reduce or manage risks. Leaders develop comprehensive safety plans and identify any additional risks for those pupils with mental health needs.
14. Leaders ensure current and prospective parents have access to the information required to understand how the school is managed and how pupils are kept safe. Parents receive information about their children's progress through regular meetings and written reports. Staff and leaders listen carefully to the concerns of parents and are quick to resolve matters, using clear communication channels and accurate record-keeping. The school keeps appropriate records relating to any formal complaints. An annual account of income and expenditure for any pupils who receive funding by a local authority is provided to that local authority as required.
15. Leaders ensure that attendance and admissions registers are properly maintained and stored. Pupils' attendance is high and leaders monitor this closely. The local authority are correctly informed when pupils join or leave the school at non-standard times.
16. Early years provision is effective. The setting is well maintained, with daily monitoring checks and suitable risk assessments in place. The varied programme of learning opportunities is tailored to children's individual needs. Regular supervision meetings ensure that staff in early years are well supported in their role and have opportunities to share their views and check their practice with leaders.
17. Pupils who are boarders are kept physically safe and are well cared for by suitably qualified staff. Boarders are encouraged to develop their independence and to make friends within the boarding community.

18. Leaders and staff promote the principles of equality, respect and fair treatment across all aspects of the school. The school meets the requirements of the Equality Act 2010. Leaders have an appropriate accessibility plan in place. It is regularly reviewed by leaders and governors and enhances access to the curriculum and buildings for any pupils with disabilities.

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

19. All the relevant Standards are met.

Section 2: Quality of education, training and recreation

20. Leaders have created a well-planned and structured curriculum. Teaching plans show how pupils' knowledge, skills and understanding build over time. Leaders regularly review the curriculum content to make sure that it is relevant and prepares pupils effectively for their future lives. For example, curriculum plans include the use of artificial intelligence. Older pupils are taught the implications of artificial intelligence on society. Teachers typically provide appropriate challenge as well as sufficient support to meet pupils' different abilities and interests. Teachers share their subject knowledge and skills effectively so that pupils develop confidence and understanding in the subject content covered.
21. Generally, pupils achieve well and make good progress. Leaders have implemented a comprehensive assessment system to track the progress of individual pupils. Teachers are beginning to use this information more effectively to adapt their plans and teaching so that they support pupils to learn successfully. However, this is not embedded across all subjects. Teachers need further training and support to understand how to use assessment information effectively so that this has the most impact on pupils' learning.
22. Pupils typically benefit from well-paced lessons. Teachers use appropriate teaching methods and make good use of a range of resources that support pupils' learning during lessons. Teachers pose challenging questions that engage pupils' interest and support them to deepen their understanding. Such approaches enable pupils to participate in a positive manner and make good progress.
23. Teachers provide pupils with helpful and informative marking and feedback to enable pupils to reflect on their written work. Pupils understand what they complete well and where to make improvements in the future. Pupils use peer assessment and editing as additional methods to help them get better with their written work. Pupils learn how to identify and improve their next steps.
24. Leaders and teachers place great emphasis on meeting pupils' additional needs, including those pupils who have SEND. These pupils are supported well during lessons by their teachers, the learning support staff, and teaching assistants. Teachers identify pupils' learning needs promptly and many teachers adapt how they teach accordingly. The learning support department devise and use appropriate interventions and support programmes, tailored to pupils' individual needs. Pupils who have SEND learn successfully over time.
25. Pupils who speak English as an additional language (EAL) receive help with their written and spoken English. This helps pupils to integrate quickly into school life and supports their full access to the curriculum.
26. Leaders model good behaviour and have high expectations that pupils should behave well at all times. Leaders have recently revised the behaviour management policy and system. This includes approaches that support pupils to focus and engage during lessons. Most staff help pupils to make better choices and to identify when they need support. In the majority of lessons, behaviour is managed well and most pupils sustain good concentration and respond promptly to teachers' instructions. Pupils are motivated to achieve rewards and value the stars and commendation system for positive behaviour. In a few lessons, pupils' social and emotional needs lead to low-level disruption because teachers do not manage these instances well. Behaviour around the school and

at breaktimes is appropriate, as pupils are clear about expectations. Boarders respond well to the rewards and sanctions in place in the boarding house.

27. Children in early years achieve well from their varied starting points. The well-planned early years curriculum contributes to children's good progress across the prime areas of learning, which builds a secure foundation for their future learning. Children develop their communication and language skills through effective engagement and questioning from staff. This helps to extend children's vocabulary and understanding. Children have many opportunities to work with each other. They share and solve problems together, further developing their personal, social and emotional skills. For example, Reception children work together to build model boats. They estimate and test the number of bears they can add before their boats sink. Children co-operate and listen well to each other as they work through the problem.
28. The co-curricular activities programme is both extensive and well attended. Pupils select from a wide range of academic, sporting, creative, cultural and mindful opportunities. These experiences play a strong part in enriching pupils' lives and developing areas of interest. Many clubs are provided at the request of pupils.

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

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

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

30. Leaders' programme for pupils' personal, social, health and economic (PSHE) education and relationships and sex education (RSE) support pupils to develop their understanding of themselves personally, mentally and emotionally. The PSHE programme is delivered through well-planned 'Learning for Life' lessons. From the youngest children, staff teach pupils to listen and to collaborate, so that they understand, respect and appreciate difference. Pupils develop their knowledge, self-confidence, and self-esteem. Pupils receive additional emotional support, if required, from trained mental health first aiders and a school counsellor.
31. Leaders promote the physical and mental wellbeing of the whole school community. Many effective initiatives have been introduced which are positively received and appreciated by pupils and staff alike. Pupils and staff use the wellbeing hubs, when needed, which provide relaxing venues with calming activities. Pupils appreciate this resource which contributes positively to their improved mental health.
32. The anti-bullying policy is well understood and minimises negative behaviours. Any instances of bullying are dealt with swiftly and effectively.
33. Leaders and staff develop pupils' sense of spirituality, including through the arts and outdoor lessons. Assemblies typically have a moral or spiritual theme. Pupils enjoy regular services in the Chapel and with the school chaplain.
34. Staff encourage pupils to be active and promote pupils' physical health through an extensive programme of physical education and co-curricular activities. Leaders ensure pupils, including boarders, have access to healthy meals and snacks throughout the day. Early years staff make effective use of the 'secret garden' area to set physical challenges where children can develop their physical skills further.
35. Leaders implement health and safety practices successfully. Governors make sure that all relevant health and safety processes are effective. Leaders give appropriate attention to the security of the site, including the presence of security staff, recently installed fencing and an electric gate to the school grounds. Leaders complete and carefully record required checks, including for fire safety. Leaders engage the advice and expertise from specialists beyond the school if necessary.
36. First-aid is administered in a timely and competent manner by trained staff. Medication is handled carefully and records are well kept. Wellbeing therapy services are in place and pupils have access to these throughout the school day. Leaders ensure suitable arrangements are in place for pupils who are ill, have an injury, or have specific medical needs.
37. Staff supervision is appropriate and ratios are met for events during the school day. Break times are well supervised by the required deployment of staff. Policies that support the supervision of pupils are clear and are followed.
38. The school has clear policies on attendance and admissions, which are published and made available to parents. The school's admission and attendance registers are correctly maintained. Pupils'

attendance is checked daily and staff are quick to follow up where pupils' attendance or punctuality causes concern.

39. Boarders feel safe and secure in the boarding house. Their physical and mental wellbeing is cared for by a supportive staff team and prefect system. Boarders follow a comprehensive induction programme when they begin to board. The rules of the boarding house are clearly communicated and understood by all during this induction. Pupils settle quickly and understand the expectations of staff. Pupils appreciate the work of the staff who care for them. Boarders know they can contact their parents via the boarding house phones.

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

40. All the relevant Standards are met.

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

41. Through the 'Learning for Life' and 'Golden Eagle' programmes, pupils successfully develop their human, social and economic understanding. Pupils learn valuable skills in decision-making, risk assessment and resilience through activities incorporated into the 'Golden Eagle Week' such as basic water rescue techniques, first aid, high ropes and obstacle courses.
42. Leaders at all levels encourage mutual respect by promoting kindness, respect and courage. This is particularly noticeable during the 'Golden Eagle' activities and on the sports field when pupils from many year groups share the same space happily and safely together.
43. Pupils learn to value and understand life in British society through assemblies, 'Golden Eagle' events and 'Learning for Life' lessons. Pupils understand that they live in a democratic society and that this is not the case for people living in some parts of the world. Pupils develop their understanding of the democratic process when, for example, they vote to elect school council representatives or during the school mock election.
44. Leaders promote respect for the differences between people through carefully planned assemblies, lessons and activities that all reinforce the same positive message. Children in early years share celebrations from different cultures with each other and play kindly together. Older pupils respect differences between their peers and understand that other people's views and values may not be the same as their own.
45. Leaders provide opportunities for pupils to contribute to the wider community. Pupils work with the Bracknell Forest Ranger to complete essential maintenance in the local park and to plant wild garlic and snowdrops. Pupils support the local food bank and complete litter picks in local places of natural beauty. In early years, children explore moral questions through practical challenge opportunities. For example, thinking through whether to work together for the common good or to try and complete a task individually.
46. Pupils value leadership opportunities, displaying pride in how they positively support their school community. Leaders offer a range of leadership roles throughout each year group, for example, offering classroom responsibilities in the pre-prep and sitting on the school council. Year 8 prefects support younger pupils at break times and volunteer to spend time with younger pupils in their classrooms. Such activities create positive friendships across different year groups. Older pupils are trained as peer listeners and they help pupils experiencing any difficulties. Any issues are carefully relayed to the leadership team so that information is logged and followed up if necessary.
47. Through 'Learning for Life' lessons, pupils are introduced to the world of work. Staff discuss different careers with older pupils. Parents give talks about their particular careers to broaden pupils' knowledge of the different options and paths they can take. However, the careers education programme could be better planned and presented to give pupils sufficient information, advice and guidance. This would support pupils to make informed decisions that prepare them for their next steps and future careers.

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

48. All the relevant Standards are met.

Safeguarding

49. The school's arrangements for safeguarding and the promotion of pupils' wellbeing are effective. Leaders take the approach that incidents could happen in their school. Therefore policies and procedures are firmly in place that minimise risks and record even the smallest incidents. The safeguarding policy accurately reflects the latest statutory guidance.
50. Governors have clear oversight of all aspects of safeguarding and ensure that school procedures and processes are reviewed regularly. All governors receive appropriate safeguarding training. A nominated governor has specific oversight of safeguarding. Governors review the annual completion of a local authority safeguarding audit to identify any development areas. They hold regular discussions with the safeguarding team to make sure the school team are supported and governors are kept informed of any emerging issues with pupils.
51. Safeguarding incidents are documented through an appropriate management system which allows detailed tracking of individuals and events. Information is shared appropriately and help is given to protect and support pupils with any safeguarding and behavioural concerns. Staff have a clear understanding of how to report any concerns and are quick to do this when required. Records are detailed, well maintained and monitored by the safeguarding team who look for any patterns or trends.
52. Safeguarding has a prominent profile in the school and all staff receive regular and comprehensive training. The detailed induction programme for staff and volunteers enables them to have the knowledge and confidence to act swiftly in accordance with the school's policy. Staff understand leaders' expectations regarding their conduct alongside the importance of reporting any low-level concerns.
53. Those with designated safeguarding lead responsibilities receive appropriate training and are well informed about local child protection procedures. They demonstrate highly effective skills, knowledge and understanding of their roles. Leaders work very closely with school staff to make sure everyone understands the part they play in keeping pupils safe from harm. Leaders have a positive relationship with external agencies, consulting and working effectively with the local authority in a timely manner.
54. Boarding staff are all appropriately trained in safeguarding matters. They understand their role to keep boarders safe and listen to any worries and concerns. Boarding staff are clear about how they should report any concerns.
55. Pupils are taught how to stay safe online. They understand the potential dangers when using the internet, including the importance of not sharing personal information and how to recognise when certain internet sites may be unsafe. The internet is suitably filtered and effective monitoring procedures are in place so that pupils cannot access unsuitable sites.
56. A robust system is in place for the recruitment of staff. Procedures are well understood and accurately followed. Leaders conduct all appropriate safer recruitment checks before an employee starts to work at the school. These checks are recorded accurately on the school's record of appointments.

The extent to which the school meets Standards relating to safeguarding

57. All the relevant Standards are met.

School details

School	Eagle House School
Department for Education number	867/6002
Registered charity number	309093
Address	Eagle House School Crowthorne Road Sandhurst Berkshire GU47 8PH
Phone number	01344 772134
Email address	info@eaglehouseschool.com
Website	www.eaglehouseschool.com
Proprietor	Wellington College
Chair	Mr William Jackson
Headteacher	Mr Ed Venables
Age range	2 to 13
Number of pupils	368
Number of boarding pupils	61
Date of previous inspection	26 to 28 May 2021

Information about the school

58. Eagle House School is an independent co-educational day and boarding school. Founded in 1820, it was purchased by Wellington College in 1968. The school operates independently of the college but is overseen by the same charitable trust and a governing body. The school comprises three sections: the early years foundation stage (EYFS), for children in the Nursery and Reception classes; the junior school for pupils in Years 1, 2, 3 and 4; and the upper school for pupils in Years 5, 6, 7 and 8.
59. The boarding house is situated within the main school building ('Eagle House') and caters for a mixture of flexible, weekly and bi-weekly boarders. The majority of the boarders are in the upper years of the school.
60. There are 52 children in early years.
61. The school has identified 53 pupils who have special educational needs and/or disabilities (SEND). A very small proportion of pupils have an education, health and care plan (EHC plan).
62. English is an additional language for 11 pupils.
63. The school states its aims are to offer an exceptional educational experience comprising an outstanding academic curriculum combined with an inspirational co-curricular programme so that every pupil is well prepared for their senior school and beyond.

Inspection details

Inspection dates

25 to 27 June 2024

64. A team of 5 inspectors visited the school for two and a half days.

65. 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
- discussions with the chair and other governors
- discussions with the head, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- visits to the boarding house accompanied by pupils and staff
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

66. 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**.

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