



**ISI** Independent  
Schools  
Inspectorate

**FOCUSED COMPLIANCE AND EDUCATIONAL QUALITY INSPECTION REPORTS  
FOR SCHOOLS WITH RESIDENTIAL PROVISION**

**EAGLE HOUSE SCHOOL**

**DECEMBER 2017**



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## SCHOOL'S DETAILS

<b>School</b>	Eagle House School			
<b>DfE number</b>	867/6002			
<b>Registered charity number</b>	309093			
<b>Address</b>	Eagle House School Crowthorne Road Sandhurst Berkshire GU47 8PH			
<b>Telephone number</b>	01344 772134			
<b>Email address</b>	info@eaglehouseschool.com			
<b>Head</b>	Mr Andrew Barnard			
<b>Chair of governors</b>	Mr Howard Veary			
<b>Age range</b>	3 to 13			
<b>Number of pupils on roll</b>	377			
	<b>Boys</b>	214	<b>Girls</b>	163
	<b>Day pupils</b>	294	<b>Boarders</b>	83
	<b>EYFS</b>	51	<b>Pre-prep</b>	66
	<b>Prep</b>	260		
<b>Inspection dates</b>	5 to 7 December 2017			

## **1. BACKGROUND INFORMATION**

### **About the school**

- 1.1 Eagle House School is a co-educational preparatory day and boarding school for pupils aged between 3 and 13 years. Founded in 1820, it moved to its present site in 1886 and was purchased by Wellington College in 1968. The school is located in 30 acres of ground near to Crowthorne in Berkshire, and is based in a number of Victorian buildings which have been substantially extended. It operates independently of the college, but is overseen by the same charitable trust. A number of governors on its council are also governors of the college. The school offers both full, weekly and occasional boarding in accommodation within the main school building.
- 1.2 Since the previous inspection the school has refurbished the Nursery, upgraded its wireless internet, developed the outdoor learning areas and adventure playgrounds, and created a new memorial garden adjacent to the school chapel.

### **What the school seeks to do**

- 1.3 The school strives to open the minds of its pupils by offering them a stimulating and inspirational environment in which to learn and grow. It sets out to nurture and guide them, enabling them to face challenges with confidence. It aims to encourage independence and leadership, a desire for knowledge, a respect for each other and the wider world, and the motivation to succeed in all they do. Whilst respecting all religious faiths, the school seeks to maintain its Christian foundation where tradition combines with a willingness to embrace change, giving pupils the time of their lives.

### **About the pupils**

- 1.4 The pupils reflect the varied cultural and ethnic backgrounds to be found in the local area. Most come from business or professional families, and day pupils live within 20 miles of the school. Nationally standardised test data indicate the ability profile of the school is above average. The school has identified 89 pupils as having special educational needs and/or disabilities (SEND) which include dyslexia and dyspraxia, 37 of whom receive specialist support. No pupils have an education, health and care plan or a statement of educational needs. English is an additional language (EAL) for 38 pupils, 6 of whom receive specialist help with their English. The school prepares its more able and talented pupils for a variety of academic and non-academic scholarships through varied activities.

## 2. REGULATORY COMPLIANCE INSPECTION

### Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. The inspection of schools that have early years settings not requiring registration similarly records whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, the inspection reports on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

This inspection also contains specific judgements on the National Minimum Standards for Boarding Schools ('boarding NMS'). It also comments on the progress made by the school in meeting the compliance action points set out in the most recent statutory boarding inspection and it judges the extent to which the school currently meets the boarding NMS. It identifies any standards which the school does not meet and requires action to meet them. Findings are distributed across sections relating to the eight Parts of the standards.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework and DfE requirements. The inspection may be of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards, including the boarding NMS, may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards identified at their previous inspection.

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

**This is a FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY, the report of which appears later in this document. The COMPLIANCE inspection reports only on the school's compliance with the standards, including the boarding NMS.** The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified. In this focused compliance inspection, key regulations and standards have been inspected in detail. These are the regulations on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety, arrangements to check the suitability of staff; the provision of information to parents; the handling of parents' complaints; and other related aspects of leadership and management, together with the NMS covering the same areas. The remaining standards and requirements are deemed to continue to be met unless evidence to the contrary has been found.

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

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

Links to the full regulations and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [National Minimum Standards for Boarding Schools](#), [Early Years Foundation Stage Statutory Framework](#).

## Key Findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools 2015, and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and no further action is required as a result of this inspection.

### **PART 1 – Quality of education provided**

- 2.2 The school uses its own framework to determine attainment, instead of the national framework.
- 2.3 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.4 **The standards relating to the quality of education [paragraphs 1–4] are met.**

### **PART 2 – Spiritual, moral, social and cultural development of pupils**

- 2.5 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens. Boarders' views are actively encouraged and their opinions and concerns are appropriately considered by staff. Any prefect system operating in the school is suitably managed.
- 2.6 **The standard relating to spiritual, moral, social and cultural development [paragraph 5] and NMS 17 and 19 are met.**

### **PART 3 – Welfare, health and safety of pupils**

- 2.7 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.8 An appropriate induction process for pupils new to boarding is implemented, and suitable provision is made for boarders' medical and health care, their food and drink and for managing boarders' laundry and possessions. Boarders have suitable contact with friends and family and access to a programme of activities. Boarding staff are appropriately trained and deployed.
- 2.9 **The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996, and NMS 2–4, 6–12, 15 and 16 are met.**

### **PART 4 – Suitability of staff, supply staff, and proprietors**

- 2.10 The school makes appropriate checks to ensure the suitability of staff, supply staff, and proprietors and a register is kept as required. Visitors to boarding accommodation are appropriately supervised and the school's arrangements for guardianship are suitably managed.
- 2.11 **The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] and NMS 14 are met.**

## **PART 5 – Premises of and accommodation at schools**

2.12 Suitable toilet, changing and showering facilities for pupils and appropriate accommodation for their medical needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play. Boarding accommodation is adequate for the needs of all boarders, and safeguards and promotes their welfare.

**2.13 The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 5 are met.**

## **PART 6 – Provision of information**

2.14 A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. This includes details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for those with education, health and care plans or English as an additional language. This also includes particulars of the school's academic performance during the preceding school year, and its results in public examinations, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website. A suitable statement of boarding principles and practice is published by the school.

**2.15 The standards relating to the provision of information [paragraph 32] and statement of boarding principles [NMS 1] are met.**

## **PART 7 – Manner in which complaints are handled**

2.16 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful, and identifying those relating to the boarding provision.

**2.17 The standards relating to the handling of complaints [paragraph 33] and NMS 18 are met.**

## **PART 8 – Quality of leadership in and management of schools**

2.18 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met and they actively promote the well-being of the pupils. Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.

**2.19 The standards relating to leadership and management of the school [paragraph 34] and NMS 13 are met.**



### 3. EDUCATIONAL QUALITY INSPECTION

#### Preface

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

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

Since the school was last inspected, the framework for inspection has changed. The current inspection framework uses different criteria and arrangements for grading from those used in previous inspection frameworks. The judgements made on this inspection are, therefore, not directly comparable to judgements made on previous inspections.

All independent schools are required to meet the requirements of the Independent School Standards. However, different inspectorates apply different frameworks that are suited to the different types of schools they inspect. The ISI terminology reflects quality judgements that are at least equivalent to those used by the national inspectorate, Ofsted. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement about key outcomes for pupils and information on the quality of the school's work.

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

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

## Key Findings

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

- Pupils' achievement is excellent due to the overwhelming majority of the teaching having ambitious expectations and setting challenging tasks.
- Pupils with SEND or EAL and those who have been identified by the school as more able achieve their potential as a result of them receiving teaching which effectively supports their needs.
- All pupils including boarders and children in the Early Years Foundation Stage (EYFS) have highly positive attitudes to learning.
- The pupils are extremely well educated in line with the school's aims to encourage them to show independence, leadership, a desire for knowledge and a motivation to succeed.

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

- Pupils' personal development is excellent as they display genuine kindness and respect for one another.
- Pupils are proud of their school and they are keen to contribute to it and to the wider community.
- Both day and boarding pupils gain considerable confidence as a result of their strong and supportive relationships with staff.
- Pupils display excellent self-discipline and resilience as a result of the school's outstanding Golden Eagle programme.

## Recommendation

3.3 In the context of the excellent outcomes, the school might wish to consider:

- Reviewing its marking procedures to ensure more consistency across subjects.

## THE QUALITY OF PUPILS' ACADEMIC AND OTHER ACHIEVEMENTS

- 3.4 The quality of pupils' academic and other achievements is excellent.
- 3.5 From the EYFS onwards, pupils develop excellent knowledge, understanding and skills. Through their exciting international curriculum, pupils up to Year 5 benefit from a range of varied, challenging and creative activities which enable them to develop their personal skills and international awareness. Older pupils' strong learning skills are strengthened by their rich curriculum which includes the outstanding Golden Eagle co-curricular programme, an integral part of school life. High standards of teaching make a highly significant contribution to pupils' excellent achievement. Pupils have an excellent ability to think critically due to teaching providing many opportunities for practical learning activities and challenge. They benefit considerably from the opportunities they are provided to work independently and be creative. Pupils' high levels of knowledge can be attributed further to the strong specialist teaching they receive in all subjects. Boarders reported that their structured boarding routine helps them to improve their academic performance as it encourages them to focus and to see tasks through to the end.
- 3.6 In the EYFS, children demonstrate a strong knowledge of the sounds which make up words and by the end of their Reception year many are reading simple stories and writing in short sentences. As pupils progress through the school they become highly skilled in literacy. They are noticeably articulate and apply their speaking skills confidently when performing to an audience. The pre-prep children spoke with mature projection as they performed their Nativity play to an audience of parents. Older pupils read with eloquence and understanding, and their obvious love of reading is well supported by the outstanding library facility. They develop excellent creative writing skills and they use their descriptive vocabulary in a range of genres. Younger prep pupils demonstrated excellent poise as they presented poems that they had learnt by heart for the annual poetry competition. Older pupils use language most competently; in an English lesson they were observed confidently recognising where to use enjambments in their work on Roger McGough. Pupils use their excellent communication skills to support high achievement in other subjects. Older pupils displayed considerable skill and concentration as they debated concepts of democracy, autocracy, legislation in history and conducted animated conversations in French.
- 3.7 Throughout the school, pupils achieve an excellent standard in mathematics. By the end of EYFS, most children can order numbers up to twenty and beyond and recognise three-dimensional shapes such as a sphere, cone and cube. As they move up the school pupils can confidently and logically apply their mathematical understanding across a range of subjects. Excellent reasoning was displayed by younger prep school pupils as they worked collaboratively to find a sequence that will solve a magic card trick shown by the teacher. In design, these pupils used their mathematical knowledge most effectively to record measurements on the computer, adding colour and pattern to their plan for a three-dimensional pencil holder. Pupils in science constructed bar charts to analyse data and line graphs to track the rise in volume of bread dough. High-quality pupils' work was evidenced in a wall display showing how the Fibonacci sequence occurs naturally in nature and art. Older pupils of all abilities make rapid progress in their knowledge and understanding as they apply their skills confidently to a range of problem solving challenges. In interview and in questionnaire responses, pupils spoke with assurance about the many opportunities to take part in challenges outside school and how they consider that they are making excellent progress.

- 3.8 Pupils throughout the school are highly skilled in using and applying technology to all areas of their learning. Strong skills are developed in discrete lessons in the pre-prep, and older pupils have numerous cross-curricular opportunities to develop their excellent information and communication technology skills using mobile devices. In geography, younger prep pupils used tablets to research and prepare multimedia presentations on national parks around the world and to solve very challenging crosswords with terminology relevant to earthquakes and volcanoes. Older pupils were observed building a vehicle and then competently code it to move another object. Photography is introduced in the Nursery where children capture images of their construction models, and displays of photographs around the school indicate the older pupils' strong skills in this medium.
- 3.9 Pupils display assuredness in improving their own learning, and their highly effective study skills help them to make swift progress. Children in the Nursery analysed why their torches are not effective in the well-lit classroom and immediately started to build a tent to create darkness. Pupils approach investigative challenges enthusiastically and use a wide range of resources with confidence. They demonstrate an excellent ability to draw upon a suitably wide range of sources and to develop higher-order thinking skills. Pupils use their personal planners effectively to keep a record of their individual targets. The oldest pupils benefit significantly from the specific guidance they are provided to prepare them for scholarship examinations. Pupils from the top year of pre-prep and above develop strong analytical skills, which are extended by visiting professionals who provide philosophy workshops. In a history lesson, older pupils held a lively debate which was carefully facilitated by the teacher on whether Henry VIII could have held a referendum during his reign. Pupils were able to hypothesise and consider all views raised. Strong independent learning skills are evident in all the pupils, encouraged by the school's own extended project programme.
- 3.10 Pupils of all ages and abilities including boarders achieve considerable academic success during their time at school. The school does not take part in national tests but from the scrutiny of the pupils' work, lesson observations and discussions with staff, attainment is judged to be excellent by the time the pupils leave school, and they make good and often rapid progress particularly so where challenging work is set. In the EYFS, almost all children achieve the expected levels in attainment for their age, with a large majority exceeding expectation. Pupils with SEND make rapid progress and many achieve in line with their peers as a result of the carefully planned work which matches ability. Data provided by the school indicate clearly that the few pupils who require support with EAL progress rapidly as their English becomes more assured. This meets the recommendation from the previous inspection. More able pupils are able to extend their knowledge, understanding and skills effectively through the system of ability grouping which is introduced in Year 3 and dedicated scholarship classes in their final two years. A very small minority of pupils expressed in their questionnaire responses that they are not sure how well they are doing in their work. In the book scrutiny, it was noted that not all feedback is consistent in providing next steps for improvement.
- 3.11 The excellent standard of overall achievement is supported most effectively by the well-established senior leadership team. Robust systems and structures, staff appraisals and regular lesson observations contribute significantly to pupils' excellent standards. Children in the EYFS achieve extremely well due to careful monitoring and tracking by the staff. The school has successfully met the recommendations from the previous full inspection regarding the roles and responsibilities of the schools' leaders and managers. Excellent achievement can also be attributed to strong governance which provides the school with a clear ethos that reflects the aims of the school. At the end of their time in school, pupils are highly successful in gaining places at the senior school of their choice. A majority move on to Wellington College, often winning awards and scholarships.

- 3.12 Pupils flourish beyond the classroom and they achieve high standards in sports, music and the arts. Overseas cricket, hockey and netball tours provide an incentive for pupils to develop their strong skills in these sports, and the boys' hockey team were county champions in 2016. Pupils benefit from the many sporting opportunities provided by the school and significant individual successes have been achieved in judo, sailing, swimming, gymnastics and athletics. Many pupils learn to play a musical instrument, attaining good grades in external music examinations, and those with particular talent perform with external orchestras. Art is of a high standard as evidenced by some high-quality displays around the school, and pupils' work is exhibited at various local venues. Drama skills are excellent with individual pupils attending London auditions and all pupils regularly performing in high-quality productions staged by the school. The older pupils' drama skills are further developed through their annual visit to the Edinburgh Festival Fringe where they are tasked to sell tickets for their play and then perform it to an audience of parents and visitors. Questionnaire responses from both parents and pupils indicate their overwhelming satisfaction with the extensive programme of co-curricular activities. Clubs observed during the inspection included swimming, baking, judo, singing and science, all make a significant contribution to the pupils' excellent learning and skills.
- 3.13 Pupils including boarders and children in the EYFS have highly positive attitudes to learning. They enjoy challenge. Pupils display diligence in each task or activity, taking mature responsibility for their learning. Children in the EYFS readily share their views and ideas. The oldest pupils have excellent attitudes to their studies, encouraged by the school's extremely high expectations. They are keen to take initiative when required. The school is highly successful in meeting its aim to encourage the pupils to show independence, leadership, a desire for knowledge and the motivation to succeed. This is a direct result of the strong commitment of the governance, leadership and management to high standards.

## THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

- 3.14 The quality of the pupils' personal development is excellent.
- 3.15 From an early age, pupils develop a mature understanding of right and wrong. Excellent behaviour, which originates in the EYFS setting as the Eagle House code of conduct, is evident throughout the school. Pupils have high regard for the school's expectations. They understand the need for rules in any society and respect the way in which laws are made and applied in England. Pupils gain a good awareness of current affairs through assemblies and from discussions in Learning for Life (LfL), the school's tailored personal, social and health education scheme, and tutor time. During the inspection, the outstanding support offered by tutors was evidenced on several occasions. Pupils develop a very good understanding of the workings of democracy and of the concept of economic well-being. Opportunities for democratic voting further this understanding, such as for the election of school council representatives.
- 3.16 Pupils have excellent social awareness and they work highly effectively together both in lessons and beyond the classroom, as a matter of course. In the EYFS, children know how to co-operate and solve problems. During the inspection, the youngest children demonstrated an excellent appreciation of kindness and sharing as they took their turn in stirring ingredients for gingerbread. They passed the mixing bowl around the complete circle of children without any prompting from the teacher. Reception children showed huge excitement in working together to make a chicken coop using plastic crates. In interview, pupils reported that they really enjoy the school's regular Make a Difference Day initiative; the highlight of this is the opportunities it affords for the different age groups to work together collaboratively. Sports squads exhibit very high levels of team work in their netball and rugby matches as they work together as a unit. Pupils throughout the school appreciate each other's sensitivities and are tolerant of one another. They respect differences and display a sensitive understanding of the needs of pupils with SEND.
- 3.17 Pupils develop strong spiritual awareness through the many opportunities they are provided to appreciate the world around them. Weekly chapel services offer quiet reflection with time for song and prayer. Pupils appreciate the quietness of the memorial garden, which provides a place to sit calmly away from the bustle of school life. Children in the EYFS have high regard and a heightened awareness of their natural surroundings. Reception children used their woodland area to investigate signs of autumn, and gathered sticks and leaves to create two-dimensional patterns. Nursery children were observed standing in the rain, enjoying the experience of large raindrops falling on their heads. Later in assembly, younger pupils enjoyed the calm atmosphere of the chapel. They were reminded of the meaning of Christingle as they sang and prayed collectively. This strong spiritual development is supported successfully by the school's values and practices. The caring nature of the school is promoted consistently throughout all aspects of school life and in particular by the excellent role models of the staff. Pupils benefit significantly from their section and tutor group meetings which provide opportunities to share thoughts and experiences.
- 3.18 Pupils of all ages become increasingly aware that the decisions they take are significant determinants of their own success and well-being. In interview, boarders spoke most enthusiastically of the benefits of boarding to their personal development. They reported that they learn how to make informed choices about their boarding time activities. Evening meetings facilitate discussions on how to decorate their dormitories or improve the common room and they decide amongst themselves what would be most practical for the boarding community. Older pupils make decisions about which co-curricular activities to choose at the start of each term, and the annual summer holiday project challenges the pupils in Years 6 and 7 to be creative, original and inventive. In the EYFS, children happily make decisions in their play and the very youngest children take great delight in choosing from the platter of fresh fruit which they receive for morning snack. The school council plays a considerable part in school decisions and representatives from Year 2 and above consider requests from their peers, and if agreed they seek funding from the school. The youngest representatives asked for hot chocolate to be served at break time, the request was sanctioned and is now very much appreciated by all.

- 3.19 Pupils are proud of their school community and they are keen to be a part of it. They fulfil their responsibilities assiduously and contribute positively to the lives of others within the school including in boarding, the local community and wider society. Pupils from Year 5 and above develop these attributes every Saturday morning when they participate in life skills and service and team work activities in the local community. Older pupils benefit considerably from recent links with a local care home. Pupils display a genuine commitment to raising funds for charity and large sums are collected to help those in need. They are currently supporting local children's charities which are close to the heart of the school. Strong community spirit amongst the pupils is also fostered through the house or section system which children join from Nursery. Pupils benefit from the exciting team activities which encourage them to be competitive and to strive to do their best individually, whilst at the same time appreciating the efforts and victories of others. Pupils of all ages enjoy the support of a 'buddy' from a different year group. Older pupils help the children in the EYFS with their morning routine, organising games or hearing them read. Pupils readily take on roles of responsibility and those in their final year aspire to positions such as heads of school, section leaders and heads of boarding, sport and music. Younger pupils may serve the school as librarians, sports captains or democratically voted members of the school council.
- 3.20 All pupils have an excellent knowledge of how to lead healthy lifestyles and keep safe. This can be attributed to the school's comprehensive LfL programme, the excellent opportunities to be active in physical education and games, and the vast selection of co-curricular clubs on offer throughout the week. Within the curriculum, time is afforded to helping the older pupils understand the dangers of social media use and inappropriate website access. Positive responses in their questionnaires and answers in interview confirm pupils' strong understanding of how to stay safe. Children within the EYFS are independent in their self-care routines and they know why they wash their hands before they cook or eat. The oldest pupils were observed warming up before their circuit training and they demonstrated an excellent understanding of the physiological change that exercise has on the body. Pupils are encouraged by staff to make healthy choices at lunchtimes and they fully appreciate the importance of drinking plenty of water. In interview, pupils reported that they enjoy school life immensely.
- 3.21 Throughout the school, pupils from different backgrounds mix extremely well, which is clearly evident in the boarding house. In interview, boarders were keen to report that nobody is regarded as different in the boarding community. Pupils spoke most enthusiastically about the regular Make a Difference Day where they experience a myriad of themed activities. They benefit greatly from the varied themes which enable them to broaden their knowledge and develop empathy towards disability, healthy living, the environment or poverty. Younger pupils enjoyed their opportunities to research the work of Mother Teresa and Archbishop Trevor Huddleston. Older pupils sensitively discussed Rwanda, justice and equality. Pupils' appreciation of cultural traditions different to their own is high. In their questionnaire responses, almost all parents and pupils agreed that the school actively promotes respect and tolerance of those with different faiths and beliefs. Older pupils enjoy learning about different faiths in religious studies and younger pupils enthusiastically explore festivals from other faiths including Diwali and Chinese New Year.

3.22 Pupils including those who board and attend the EYFS display excellent levels of confidence and self-awareness. They develop these attributes as a result of their strong and supportive relationships with staff who know them well and provide high-quality care and pastoral support. The school's Golden Eagle programme includes activities that are physical or initiative-based, and encourages the pupils to challenge themselves and develop excellent self-discipline and resilience. Pupils demonstrate considerable perseverance and the desire to learn new skills, and they report that they are encouraged to take greater independence as they move up the school. Boarders' experiences are greatly enhanced by the caring boarding staff who carry out their duties with considerable rigour and commitment. All parents' questionnaire responses reported that the boarding experience has helped their children's progress and personal development. As pupils move through the school their excellent self-confidence and resilience prepares them extremely well for future success in the next stage of their education.



## 4. INSPECTION EVIDENCE

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

### Inspectors

Mrs Bridget Windley	Reporting inspector
Mrs Paula Fisher	Compliance team inspector (Former assistant head, IAPS school)
Mrs Caroline Birtwell	Team inspector (Head, ISA school)
Mr Marcus Gunn	Team inspector (Head, IAPS school)
Dr Robin Harskin	Team inspector for boarding (Academic deputy head, IAPS school)