



INDEPENDENT SCHOOLS INSPECTORATE

EAGLE HOUSE SCHOOL

**BOARDING WELFARE
INTERMEDIATE 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 England
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	400
Gender of Pupils	Mixed (239 boys; 161 girls)
Numbers by Age	3-5 (EYFS): 61 5-11: 240 11-13: 99
Number of Day Pupils	Total: 320
Number of Boarders	Total: 80 Full: 16 Weekly: 17 Occasional: 47
Inspection Dates	14 Oct 2015 to 16 Oct 2015

PREFACE

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) Regulations 2014, as amended. This inspection focuses on the school's compliance with 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.

This inspection report follows the *ISI schedule* for intermediate inspections, focusing primarily on compliance with the National Minimum Standards for Boarding Schools (NMS). The inspection occurs over a period of two and a half continuous days in the school.

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

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

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

INSPECTION EVIDENCE

The inspectors conducted formal interviews with boarders, held discussions with senior members of staff and with the governors, observed a sample of the extra-curricular activities that occurred during the inspection period and attended registration sessions. Inspectors visited the boarding house and the facilities for sick or injured pupils. The responses of parents and boarding pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Mr Richard Johnson Reporting Inspector

Mr Robert Humphreys Team Inspector for Boarding (Head of Boarding, IAPS school)

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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. Founded in 1820, it moved to its present site near Crowthorne in Berkshire in 1886. In 1968, it joined the Wellington College group of schools and became a charitable trust overseen by a council of governors, which includes nominees from the college.
- 1.2 The school occupies a 30-acre site, centred upon a large Victorian house, which contains the boarding house. Numerous additions and extensions now provide specialist teaching areas for science, music, art and design. Many of these have been refurbished in recent years. There is also a library, an indoor swimming pool and an artificial playing surface. The school also makes use of some facilities in the adjacent Wellington College site. Since the previous inspection, a combined performing arts and sports centre has been opened.
- 1.3 The school aims to open the minds of our children 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 challenge with confidence. It intends to encourage in its pupils independence and leadership, a desire for knowledge, a respect for each other and the world around them and the motivation to succeed in all they do.
- 1.4 The school currently has 400 pupils on roll; 239 boys and 161 girls. The majority of pupils come from business and professional families living locally, and the pupils reflect the varied cultural and ethnic backgrounds to be found in this area. There are 16 full and 17 weekly boarders, in addition to 47 pupils who board occasionally. Most of the boarders live in the United Kingdom. A significant proportion of these belong to British military families.
- 1.5 Forty-five pupils have English as an additional language (EAL), of whom seven receive additional help with their learning of English. Eighty-five pupils have been identified as having special educational needs and/or disabilities (SEND). No pupil has a statement of SEND or an education, health and care plan. There are 61 children in the Early Years Foundation Stage (EYFS).
- 1.6 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. SUMMARY

(i) Compliance with regulatory requirements

2.1 The school meets all the National Minimum Standards for Boarding Schools 2015.

(ii) Recommendation for further improvement

2.2 The school is advised to make the following improvement.

1. Ensure that the arrangements for occasional boarding do not impact adversely on the established routines within the boarding house.

(iii) Progress since the previous inspection

2.3 The previous boarding welfare inspection was undertaken by ISI in October 2012. Boarding was rated excellent. There were no boarding-related recommendations.

3. COMPLIANCE WITH NATIONAL MINIMUM STANDARDS

3.(a) Boarding provision and care

- 3.1 The school meets all of the NMS under this section.
- 3.2 The school has effective induction processes. Boarders are given a detailed handbook, tailored to their needs, and are allocated a “buddy” to support them. Pupils feel that they have a wide choice of adults they can approach for advice and support. The required contact numbers are available on the noticeboards, alongside the name of the independent listener. All boarders that responded to the pre-inspection questionnaire said that they enjoyed boarding. [NMS 2]
- 3.3 The school implements its policies effectively to care for boarders that are unwell or injured, and to care for those with medical conditions or disabilities. This includes provision for their physical, mental and emotional well-being. Two qualified nurses provide immediate first aid and medical care. There are suitable medical rooms, separated for male and female boarders. Overnight boarding staff are trained in first aid, and additional medical support is provided by the adjacent senior school. Medicines are stored securely, administered and recorded correctly. Boarders judged sufficiently responsible are allowed to self-medicate. There is access to local dental and specialist medical services if required. Boarders’ rights of medical consent and confidentiality are recognised. [NMS 3]
- 3.4 Boarders can contact their parents and families in private using the school telephones or through email. Boarders can use their own mobile devices, with suitable safeguards in place. Overseas boarders can make virtual contact online. [NMS 4]
- 3.5 Boarding accommodation is clean, comfortable and well maintained, with an on-going process of refurbishment in the bathrooms. Dormitories for male and female boarders are separated, and all have adequate space, heating and lighting. Boarders have access to suitable washrooms and toilets with appropriate privacy. They can personalise their dormitories with their own posters and belongings. Areas are provided for the completion of homework. Senior pupils have work stations in their dormitory, in preparation for senior school. All boarding areas have risk assessments in place. Adequate security arrangements prevent unauthorised access, without intruding on boarders’ privacy. [NMS 5]
- 3.6 Boarders report they are pleased with the food provided. This is prepared in hygienic conditions, and any special dietary requirements are met. In the questionnaire a few boarders reported dissatisfaction with the availability of snacks and drinking water outside of meal times. Drinking fountains are available throughout the school. A variety of snacks and drinks are provided during the day and in the evening. Therefore, inspection evidence does not support this view. [NMS 8]
- 3.7 Suitable laundry arrangements are available, and items are returned correctly to each boarder. Boarders can obtain personal items and stationery through house staff. Lockable cupboards allow boarders to secure their personal items. The school has an appropriate policy for searching boarders’ personal belongings. [NMS 9]
- 3.8 Boarders report that a wide choice of activities is available in the evenings and at weekends. These have increased following feedback from boarders; on a typical

evening they have three activities available. There are frequent visits to local venues, including swimming pools and cinemas. All activities have suitable risk assessments in place. Within the school, boarders have a choice of safe recreational areas, allowing them to be alone if they wish. Access to newspapers, television and the internet ensures that boarders are able to stay well-informed about the wider world. [NMS 10]

3.(b) Arrangements for welfare and safeguarding

- 3.9 The school meets all of the NMS under this section.
- 3.10 The school has effective arrangements to ensure the health and safety of pupils, staff and visitors. A committee, which includes governors, meets each term to review procedures. Any issues identified are addressed promptly. The school premises, including the boarding house, are well-maintained. Risk assessments cover all activities that take place on and off the school site. All parents that responded to the questionnaire feel that boarders are kept safe. [NMS 6]
- 3.11 Fire safety arrangements meet all requirements. Boarders confirm that fire evacuation practices are held regularly during night hours. These are recorded and evaluated. Equipment is tested and serviced appropriately. Many staff have undertaken fire safety training. Escape routes are adequately clear and signed. [NMS 7]
- 3.12 The safeguarding arrangements are effective, and understood by all staff. A thorough annual review is carried out by the full board of governors. All staff receive regular training, including the designated senior leaders, and new staff receive detailed induction. Pupils are made alert to online dangers, including the spread of radical views. Records of concerns are stored securely. The school has well-established links with local safeguarding agencies. [NMS 11]
- 3.13 The school promotes good behaviour through its policies and the clear expectations of staff and senior leaders. In the questionnaires, a few pupils and their parents expressed concerns over the school's response to bullying. Inspection evidence, based upon a scrutiny of records and interviews with boarders and house staff, indicates that such events are rare. Boarders are confident that staff respond promptly and effectively. The school's personal development programme reinforces the school's anti-bullying policy. Inspection evidence therefore does not concur with this view. Boarders report that there is no cyber-bullying. A small minority of boarders feel that the system of rewards and sanctions is not used fairly by all staff. The school has two separate systems; one used during the day and the other in the boarding house. Interviews with boarders indicate that the system used in the house is fair and well-understood. They feel that the day-time system is used less consistently. The full and weekly boarders also reported that the behaviour of occasional boarders impacts adversely on the dormitory routines, as it takes them some time to adjust to the school's expectations. The school has the required policies for the searching of pupils' possessions and physical restraint. [NMS 12]
- 3.14 Staff recruitment processes meet current requirements. A scrutiny of staff files indicates that all the necessary checks are undertaken to ensure the suitability of staff, governors and volunteers. These are recorded on the single central register. This required some minor administrative amendments during the inspection in order to meet current requirements. Adults living on the site, and not employed by the school, are subject to appropriate checks and residence agreements in place.

Visitors are not allowed unsupervised access to the boarding house. The school does not appoint guardians. [NMS 14]

3.(c) Leadership and management of the boarding provision

- 3.15 The school meets all of the NMS under this section.
- 3.16 A clear statement of the school's boarding principles and practice is available on the website and in the boarding handbooks. [NMS 1]
- 3.17 There is a clear management structure for boarding. A detailed self-evaluation is carried out and development priorities are accurately identified. As a result, the school consistently meets the required standards. A nominated governor visits the boarding house to monitor the arrangements. All parents feel that boarding staff are easy to contact. There are effective links between academic and residential staff. All staff are suitably experienced, and have skills and knowledge appropriate to their role. Gap year students play a significant part in boarding house life. The school maintains and monitors all of the required policies and other documentation; this ensures that the well-being of boarders is actively promoted. [NMS 13]
- 3.18 All boarding staff have accurate job descriptions, are appraised regularly and have opportunities for further training. There is adequate induction training in place. The school has suitable agreements to define the role of other adults living in the boarding house. There is always a sufficient number of qualified and experienced staff on duty, including at least three overnight and at weekends. Senior leaders are readily available. There is an efficient system to contact staff at any point. Staff make regular checks on boarders' whereabouts, and understand what to do if a pupil is missing. Accommodation for residential staff is separate from that for pupils, and any boarders' access is appropriately supervised. [NMS 15]
- 3.19 All boarders are treated equally, without discrimination. All dietary or health needs are met. Staff show sensitivity to the needs of boarders with SEND, EAL and those with family overseas. [NMS 16]
- 3.20 In response to the pre-inspection questionnaire, a small minority of boarders indicated their views were not sought or acted upon. Inspectors found that adequate arrangements are in place. Boarders use the school council to raise their views. The suggestion box allows them to raise ideas or concerns. Boarders could give several examples of how their ideas had impacted positively on life in the boarding house. [NMS 17]
- 3.21 In the pre-inspection questionnaire, all parents would recommend the school to another parent, and feel that their children are treated as individuals. A few feel the school does not respond to their concerns. An appropriate complaints policy is made available, which is followed as required. The school maintains detailed records of all concerns, including any relating to boarding. Inspection evidence shows that these receive prompt and detailed responses. [NMS 18]
- 3.22 Pupils in the boarding house elect two house prefects and two school council members. They understand their roles and work to help younger boarders settle in the house. Other boarders appreciate their support. [NMS 19]
- 3.23 The school does not arrange long-stay lodgings for its pupils. [NMS 20]