

School Inspection Report

14 to 16 October 2025

Edgeborough School

84 Frensham Road

Farnham

Surrey

GU10 3AH

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'.

Contents

SUMMARY OF INSPECTION FINDINGS	3
THE EXTENT TO WHICH THE SCHOOL MEETS THE STANDARDS.....	4
RECOMMENDED NEXT STEPS	4
SECTION 1: LEADERSHIP AND MANAGEMENT, AND GOVERNANCE.....	5
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO LEADERSHIP AND MANAGEMENT, AND GOVERNANCE	6
SECTION 2: QUALITY OF EDUCATION, TRAINING AND RECREATION	7
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO THE QUALITY OF EDUCATION, TRAINING AND RECREATION	8
SECTION 3: PUPILS’ PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING	9
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS’ PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING	10
SECTION 4: PUPILS’ SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY.....	11
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS’ SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY	12
SAFEGUARDING	13
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO SAFEGUARDING	13
SCHOOL DETAILS	14
INFORMATION ABOUT THE SCHOOL.....	15
INSPECTION DETAILS	16

Summary of inspection findings

1. Leaders promote a warm and inclusive ethos based on the schools' values of adventure, responsibility and kindness (ARK). These values are embedded and effectively implemented within the curriculum. Leaders encourage staff, parents and pupils to display the 'ARK' values so that they are adventurous, take responsibility for their behaviour and work, and are kind. Pupils fully understand the school values and proactively role model them in their approaches to each other and their learning. Pupils experience school life within a kind and cohesive community, where they thrive. This is a significant strength of the school.
2. Governors and leaders are strategic, reflective and responsive, with a clear focus on pupils' wellbeing and improving pupils' outcomes. They implement policies effectively to ensure that Standards are met consistently.
3. Leaders provide a thoughtfully structured curriculum that actively promotes pupils' academic progress, personal development and preparation for life beyond school. The curriculum is enriched by a focus on developing skills, such as leadership and critical thinking, and by a teaching approach which enables pupils to be adventurous in their learning and take responsibility for developing and investigating their own research questions.
4. Pupils make good progress across the range of subjects. This is as a result of effective teaching that typically supports and challenges pupils to make progress. In some subjects and year groups, some pupils are not challenged effectively enough to extend their learning further or develop their understanding as well as it could be developed.
5. Leaders implement a coherent behaviour policy that is articulated and understood well by staff and pupils. This ensures that pupils behave kindly and considerately, showing a mature approach to taking responsibility for their own behaviour.
6. Leaders ensure that personal, social, health and economic education (PSHE) and relationships and sex education (RSE) are taught effectively through the cohesive 'ARK' curriculum. This curriculum enables pupils to explore the school values further, while developing their understanding of emotional and physical wellbeing.
7. Pupils have a well-developed understanding of important values because leaders ensure that these values are rooted within the curriculum. Teachers' planning incorporates British values so that pupils learn about them in meaningful ways.
8. Pupils are very well prepared for the next stage of their education and life beyond school. They receive tailored support for preparation to senior schools, as part of the 'future schools' programme. Careers education for older pupils is effectively promoted through the recently launched 'pathways' curriculum.
9. Safeguarding is clearly embedded in the culture and daily practice of school life, with leaders and staff providing a proactive and pupil-centred approach. Training for staff is effective in empowering them to respond appropriately to any safeguarding concerns.

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:

- ensure that lessons consistently provide challenge to pupils, when they are ready, so that they apply their learning in more complex ways and make the progress of which they are capable.

Section 1: Leadership and management, and governance

10. Governors have effective oversight of the school to ensure that the requirements of the Standards are met consistently. They work collaboratively with leaders to prioritise pupils' wellbeing through promotion of the school's 'ARK' values. They review the implementation of policies to provide appropriate support and challenge for leaders and to ensure that leaders have the knowledge and skills to fulfil their roles effectively.
11. Leaders and governors have established a school ethos that is clearly articulated and understood well. This creates a harmonious school community where pupils' safety and wellbeing remain at the heart of the decisions that leaders and staff make. Leaders are constantly reflective when considering their effectiveness. They implement action plans swiftly and precisely to enhance the wellbeing and learning environment for the pupils. They use the views of staff, parents and pupils in this self-evaluation process, through regular discussions and surveys. For example, they have recently been working with pupils in Years 7 and 8 to relaunch the leadership programme and are liaising with parents and pupils to consider how the school uniform is as inclusive as possible.
12. Leaders in the early years are knowledgeable and experienced about how children learn. They are reflective in their practice, drawing on the work of relevant researchers to inform their teaching and provision. They provide high-quality training opportunities for all staff in the early years. This results in children in the early years accessing a high-quality learning environment and teaching which meets their needs.
13. Leaders ensure that the flexible boarding experience reflects the school's values and is an enjoyable experience for pupils. Leaders consistently meet National Minimum Standards for boarding schools (NMS) through effective policies that are regularly updated and reviewed. The boarding house is run by an experienced team of staff who compile and implement suitable boarding principles and provide high levels of welfare for boarding pupils.
14. Governors compile a risk register that identifies overarching areas of risk and how these can be mitigated. Leaders ensure that staff are involved in carefully managing risks. They draw up and implement detailed risk assessments that consider risks relating to the school site and visits off site. These approaches to risk management are regularly monitored and evaluated.
15. Leaders ensure that information is provided on the school's website, including policies and previous inspection reports. Parents receive regular reports about their child's progress with information about current attainment and targets to promote further progress. There are no pupils who currently have an education, health and care plan (EHC plan) but leaders are aware of the processes for reporting on pupils' learning and development, including reporting on additional funding, should the need arise.
16. Leaders fulfil the statutory requirements of the Equality Act 2010. Through a detailed accessibility plan, they consider how they can ensure equitable access to the curriculum and school site. This includes actions such as training for the staff on inclusive practices and working with an advisor from the local authority in establishing classrooms that are accessible for those with colour blindness.
17. Leaders establish meaningful links with external agencies to promote the wellbeing of pupils. This includes working with local safeguarding partners, the inclusion team and the attendance officer.

They inform the local authority of any pupils who join or leave the school at non-standard transition times.

18. Leaders have drawn up and implement a complaints policy with suitable timescales and opportunities for complaints to be managed informally as well as formally. They keep appropriate records including any action points. Governors know their role in the complaints process should any complaint be escalated to their level.

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 provide a broad, creative and well-planned curriculum. The curriculum is enhanced by the school's pre-senior baccalaureate (PSB), a skills-based programme that focuses on application of knowledge and acquiring long-life learning skills, such as communication and collaboration. Pupils develop their aesthetic understanding through art, music and drama and acquire technical skills through digital education and design technology. They appreciate languages through French, Latin and the recently introduced Spanish lessons for pupils in Years 7 and 8. Outdoor learning is a key feature of the curriculum, through the school's outdoor and woodland learning (OWL) and the 'edge' programmes. Pupils gain a connection with nature and are encouraged to develop their curiosity and understanding about the world around them.
21. Leaders in the early years implement a well-planned curriculum that incorporates children's interests. Staff develop children's communication through modelling sentences and vocabulary. They encourage children to develop their early mark making as a form of written communication, such as when drawing pictures about stories. As children move into Reception, they learn phonic sounds to enable them to be ready to read and write simple sentences. Mathematical development is promoted during children's play, such as adults engaging with children about comparative language when playing with objects of different weights and sizes. Leaders in the early years ensure that children learn and develop effectively and are well prepared to move on to Year 1.
22. Teachers use their subject knowledge to plan lessons carefully. They ensure that pupils know how to be successful in their learning. Teachers use a range of resources and activities to help make learning experiences meaningful and engaging. They encourage pupils to develop a curiosity and independence as they consider and research their own questions. Teachers are aware of the different needs and aptitudes of the pupils. Typically, most teachers ask probing questions during lessons to help pupils deepen their understanding. They set additional challenges to enable pupils to reflect on and extend their knowledge. In some lessons, some pupils are not supported as effectively and are not challenged sufficiently to extend their learning and understanding.
23. Leaders implement a suitable assessment framework that enables them to check on the learning and progress of pupils. Teachers analyse data so that they can respond to any trends and provide additional support for pupils where required. They carefully consider different groups of pupils, such as males and females, and respond accordingly where underperformance is identified. Leaders track progress of knowledge and understanding within subjects and additionally monitor progress of skills for the PSB. This enables them to check that teaching is effective and whether any improvements are required.
24. Pupils who have special educational needs and/or disabilities (SEND) have their needs well identified and well supported. Leaders ensure that teachers provide appropriate support within lessons through effective communication of pupils' needs, via individual learning plans, and suitable staff training. When needed, pupils also access individual lessons or intervention in the school's learning hub. Teachers adapt the support they provide to ensure that pupils learn effectively in lessons and achieve well over time.
25. There are effective systems in place for pupils who speak English as an additional language (EAL) so that they have their linguistic needs well identified. Teachers understand and support pupils so that they access lessons alongside their peers. Pupils who are in the early stages of learning English

develop language and literacy skills effectively and learn and achieve well across the curriculum subjects.

26. Leaders provide a varied co-curricular programme, including options such as yoga, athletics, street dance, chess, robotics and creative writing. This enables pupils to acquire new skills as well as follow their interests, while collaborating with their peers. Activities are available for both day pupils and boarders. Some pupils who are not boarders participate in the extended evening activities and supper with boarders, which provides an enhanced community cohesion for pupils. Leaders are receptive to pupils' suggestions for new clubs, such as establishing a rugby club for female pupils.

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

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

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

28. Leaders have a strategic approach to promoting pupils' wellbeing. The 'ARK' values are embedded in all areas of school life, so that pupils are immersed in an inclusive environment in which kindness and responsibility are prioritised. As a result, pupils develop meaningful connections to the people they encounter. This connection to school and the shared understanding of the 'ARK' values have a highly positive impact on pupils' emotional wellbeing.
29. Leaders implement an effective programme to teach PSHE and RSE through bespoke 'ARK' lessons. The curriculum reinforces the school values and enables pupils to develop their understanding of how to maintain their mental and physical health. Pupils learn to express and reflect on their emotions and understand those of others, as well as techniques, such as breathing exercises and peer listening, to build their resilience and empathy. They learn about important topics such as building relationships with others and why consent is important. Older pupils develop their understanding of puberty and sexual reproduction so that they are prepared for their lives as they mature into young adults. Pupils explore spirituality when reflecting on their own beliefs and learning about the beliefs of others.
30. Leaders develop pupils' self-esteem through the 'ARK' programme and a variety of planned activities. This includes the oracy programme that helps pupils to hone their debating and public speaking skills so that they become confident to speak in public. The leadership programme for older pupils is effective in promoting their confidence as they undertake leadership roles, such as prefects and wellbeing ambassadors, and they become responsible for being positive role models for younger pupils.
31. Leaders in the early years prioritise the children's personal and emotional development by forming positive relationships with the children, taking time to get to know them and their families. Staff use story books to promote discussions about feelings, such as happiness and worry. Staff involve parents in knowing how to help their child with regulation of emotions. Children have access to calm spaces at school should they need a quiet, comforting area in which to relax.
32. The physical education (PE) programme is carefully planned to enable pupils to develop their fitness and understand why physical activity is important to their mental health. Pupils participate in a range of team sports, including hockey, football and cricket, as well as swimming, gymnastics and athletics. Their progress is monitored so that staff can adapt their planning to meet individual needs.
33. Staff in the early years provide rich learning experiences for children to develop their physical skills. This includes riding bikes and climbing trees. Activities are provided to help children to develop co-ordination in their hands, such as using modelling dough and making patterns with peg boards, in preparation for writing. Children in the early years take part in weekly PE lessons so that they can build their physical stamina and co-ordination.
34. Pupils' behaviour is calm and respectful. Pupils understand that the 'ARK' values represent leaders' expectations for behaviour. Rewards are linked to these values and are effective at encouraging and reinforcing kind and responsible behaviour. Sanctions are appropriate and help pupils to reflect on how they could improve their behaviour.

35. Leaders implement an effective anti-bullying strategy. Through 'ARK' lessons, assemblies and the digital education programme, pupils learn about different forms of bullying and why bullying is unacceptable. When bullying does occur, leaders resolve matters swiftly and sensitively, maintaining appropriate records.
36. Leaders have a thorough approach to health and safety which fulfils the requirements of the Standards. They show attention to detail in ensuring that the school site and premises are well maintained. Fire safety is effective, with responsive actions to the fire risk assessment. Regular fire drills take place, including during boarding times, so that pupils know what to do in the event of a fire.
37. Leaders ensure that pupils are supervised well throughout the school day, including during evening activities and boarding times. Appropriate ratios are maintained in the early years. This ensures that pupils feel safe and their welfare is promoted.
38. Leaders maintain suitable admission and attendance registers. They inform the local authority about pupils who leave or join at non-standard transition times. Leaders are proactive at promoting the importance of school attendance and offer effective support where there are any attendance issues.
39. There are suitable facilities for first aid and medical provision so that pupils and boarders have access to appropriate assistance if they are unwell or injured. Leaders provide first aid training for staff, including paediatric first aid for staff who work with the youngest children.
40. Boarding accommodation is well maintained. Leaders ensure that there is good-quality sleeping and living accommodation for boarders. Meals are nutritious and cater for a variety of dietary needs.

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

41. All the relevant Standards are met.

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

42. Leaders ensure that pupils understand the importance of showing mutual respect towards each other which is reinforced through 'ARK' lessons and a structured assembly programme. Pupils use the 'ARK' values to think about taking responsibility for their own actions and ensuring that they treat others respectfully. Pupils understand that differences are to be celebrated which leads to a cohesive and inclusive atmosphere. Diversity is embraced and pupils benefit from learning about the cultures and backgrounds of others within the school community and beyond. This includes learning about key festivals celebrated by their peers, such as Diwali and Christmas, and sharing special events celebrated by their own family.
43. Promotion of social skills in early years forms the foundation of the inclusive and caring ethos at school. Teachers ensure that children learn how to take turns and share through play-based and collaborative learning experiences. Adults work proactively with children when they are playing so that they can model how to show empathy for others and how to resolve any conflicts with peers. This leads to children making successful friendships as they start to be aware of the feelings of others and learn how to co-operate with each other.
44. Pupils show a well-developed understanding of British values and how these help them to be prepared for life in British society. British values are taught explicitly in 'ARK' lessons and are also embedded throughout the wider curriculum. For example, in history lessons, older pupils learn about the Magna Carta as the basis for democracy, individuality liberty and the rule of law and, in geography lessons, they consider how modern-day human trafficking undermines fundamental values. Younger pupils learn about voting and how elections are an important part of the democratic process. Pupils develop their understanding of democracy in practice through the work of the various pupil councils and how the elected members of these groups can speak on behalf of their peers to represent their views.
45. Leaders provide opportunities for pupils to develop their economic understanding. Children in the early years through role play use coins when pretend shopping. Staff help children to understand the value of coins and how they are used to make purchases. 'ARK' lessons focus on topics such as budgeting and taxation so that pupils build their understanding of managing personal finances. Practical activities enable pupils to deepen their economic understanding, such as younger pupils calculating which Christmas decorations they can afford with their given budget and older pupils developing a fully costed business plan as part of an enterprise activity.
46. Leaders enable pupils to develop links with the local community to develop their social awareness. This includes planting and harvesting vegetables at a community garden and singing at local churches. Pupils are actively engaged with raising money for local charities, such as a food bank and a care home, often choosing the charity themselves and deciding how money can be raised. Pupils' hard work contributes to the lives of others and connects them to the local community.
47. Leaders ensure that pupils are well prepared for the next stage of their lives. The newly developed 'pathways' programme enables pupils in Years 7 and 8 to consider life beyond school. In these sessions, pupils learn about different career options and acquire an understanding of employability skills, such as writing applications and preparing oral presentations. There is a structured 'future

schools' programme that focuses on providing preparation for interviews, entrance examinations and scholarship applications for senior schools.

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. Leaders promote a robust safeguarding culture that is underpinned by a shared sense of responsibility among staff, including in the early years and boarding. Leaders know their pupils well and respond quickly where there are any concerns. The safeguarding policy is aligned with statutory guidance, including the 'Prevent' duty, and is implemented thoroughly. The whole-school commitment to safeguarding enables pupils to be safe and supported at school.
50. Governors and leaders ensure that there is appropriate oversight of the school's safeguarding procedures. They provide suitable training for all staff, including at induction, which equips them with the knowledge to identify and report any concerns about pupils or adults working with the pupils. Governors and leaders scrutinise records regularly to monitor and review the effectiveness of the school's actions to keep pupils safe.
51. Safeguarding leaders are proactive in their work to ensure that safeguarding processes are effective. They are well trained and undertake training regularly to keep abreast of the any contextual or statutory updates. They ensure that they mitigate risks to protect pupils from harm and are vigilant in monitoring pupils' needs. They take quick action when required, including reporting concerns to external agencies and liaising with the local authority's safeguarding team. They maintain detailed records which outline reasons for actions taken.
52. Leaders encourage pupils to talk about any concerns and ensure that there are a variety of methods for pupils to do so. Pupils are taught to approach any adult at school should they wish to talk and an array of other ways to report their concerns, should they wish to. For example, younger pupils raise concerns via worry boxes while older pupils use an online app. Boarding pupils are made very aware of the contact information for and role of the independent person. Leaders ensure that staff are appropriately trained to deal with any issues that pupils may have, including specialist training on emotional wellbeing. In addition, the school counsellor provides individualised specialist support.
53. Leaders undertake appropriate recruitment checks on adults before they work with pupils and boarders. They maintain the record of these checks systematically in the single central record of appointments. Leaders have appropriate training, knowledge and understanding to undertake their statutory responsibilities for recruitment.
54. Leaders ensure that pupils learn how to keep themselves safe, including when online through ARK and digital education lessons. Pupils are taught to be vigilant when online and how to protect themselves when using the internet. Leaders maintain suitable systems for filtering and monitoring the internet and digital devices to protect pupils. These systems are tested regularly. Leaders review reports about online usage and act in a timely way where there are any concerns.

The extent to which the school meets Standards relating to safeguarding

55. All the relevant Standards are met.

School details

School	Edgeborough School
Department for Education number	936/6037
Registered charity number	312054
Address	Edgeborough School 84 Frensham Road Farnham Surrey GU10 3AH
Phone number	01252 792495
Email address	office@edgeborough.co.uk
Website	www.edgeborough.co.uk
Proprietor	Charterhouse School
Chair	Mr Mark Bishop
Headteacher	Mr Daniel Cox
Age range	2 to 13
Number of pupils	319
Number of boarding pupils	61
Date of previous inspection	28 to 29 September 2022

Information about the school

56. Edgeborough School is an independent co-educational day and boarding school, located in Farnham, Surrey. The school comprises three sections: the Early Years Foundation Stage (EYFS), which includes a nursery and pre-school; a pre-prep department, for children in the Reception class and Years 1 and 2; and a prep school, for pupils in Years 3 to 8. The school is run by Charterhouse School, a registered charity. The trustees also take on roles as governors at the school. The trustees take on the same roles in another school owned by the same charity. There has been a change in the chair of trustees/governors since the previous inspection. A new chair was appointed in March 2024.
57. There is one boarding house which is located on the same site as the school premises for pupils aged 8 to 13 years old. The boarding house can accommodate up to 51 boarders a night. The school offers a range of weekly, flexi and emergency boarding arrangements. Currently, 61 pupils participate in flexible boarding.
58. There are 52 children in the early years, comprising one Nursery class, one Pre-school class and one Reception class.
59. The school has identified 37 pupils as having special educational needs and/or disabilities (SEND). There are no pupils in the school who have an education, health and care plan (EHC plan).
60. The school has identified English as an additional language for a small number of pupils.
61. The school states that its aims are expressed through the school values: adventure, which includes showing perseverance, embracing challenge and being ambitious; responsibility, which includes being honest and fair, respecting individuality and showing moral courage; and kindness, which includes being kind to others, the world and themselves.

Inspection details

Inspection dates

14 to 16 October 2025

62. A team of five inspectors visited the school for two and a half days.

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

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

How are association independent schools in England inspected?

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

Independent Schools Inspectorate

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

For more information, please visit isi.net