

## School inspection report

17 October 2023 to 19 October 2023

### **Eton End School Trust (Datchet) Ltd**

35 Eton Road  
Datchet  
Slough  
SL3 9AX

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 .....	5
Recommended next steps .....	5
Section 1: Leadership and management, and governance .....	6
Section 2: Quality of education, training and recreation .....	7
Section 3: Pupils’ physical and mental health and emotional wellbeing .....	9
Section 4: Pupils’ social and economic education and contribution to society.....	11
Safeguarding.....	12
School details .....	13
Information about the school .....	14
Inspection details .....	14

## Summary of inspection findings

1. Knowledgeable senior leaders create comprehensive and effective systems for pastoral care and academic oversight. They quickly identify and act to mitigate any issues that impact on pupil wellbeing. Leaders listen to the views of all members of the school community, including pupils and parents, and take their views into account to develop policies and strategies. This contributes to a calm and creative environment where children thrive. Pupils, including children in the early years, enjoy their learning activities, are sociable and feel safe and secure at school.
2. Governors actively monitor the day-to-day running of the school. They effectively promote and support leaders' implementation of strategy, ensuring that it is evidence-based.
3. Pupil wellbeing is central to decision-making by leaders. They provide accordingly a broad and relevant topic-based curriculum, coupled with a wide range of extra-curricular activities. These enable pupils to acquire a comprehensive range of skills and knowledge. Teachers make effective use of a variety of teaching strategies to engage pupils and ensure that those with special educational needs and/or disabilities (SEND) are well supported. Teachers also provide appropriate support to pupils who speak English as an additional language (EAL). Pupils learn thematically and make links in their learning that deepen their understanding.
4. Leaders recently identified some relative under-performance in the pre-prep in mathematics and in pupils' understanding of the links between sounds and spellings. In response, they quickly introduced ongoing programmes that have led to rapid improvement in these areas.
5. Leaders promote a digital strategy to support learning across the curriculum. This is continuing as it is not yet sufficiently embedded for pupils to be able to apply their digital skills uniformly across subjects.
6. Leaders foster a culture of mutual respect amongst all members of the school community. Teachers promote pupils' understanding of the ten school values that underpin learning and self-efficacy, and pupils apply this understanding in their work and play. Through the provision of lessons on personal, social, health and economic education (PSHE), relationships and sex education (RSE) and religious education (RE), pupils increase their understanding about their own place in the world and the importance of treating other people with respect.
7. Leaders practise the culture of reflection that they promote throughout the school. They have recently introduced an approach to behaviour and discipline that guides and supports pupils to manage negative feelings. As a result, pupils are starting to develop their ability to reflect on their choices and the consequences of their actions. Pupils say that bullying rarely happens. When it does, teachers and leaders respond promptly and appropriately.
8. Staff provide many purposeful activities that develop pupils' social and economic wellbeing. Through actively engaging in these, pupils develop their social skills, participating and working across age-groups in enrichment activities and in clubs and houses. They undertake diligently the responsibilities that leaders offer them within the school community.

9. Leaders maintain a safeguarding culture in which staff vigilantly ensure that all concerns are acted upon promptly and pupils feel safe at school. Staff and governors receive appropriate training and know the procedures to follow when any safeguarding concerns arise. Leaders maintain effective relationships with external agencies. They ensure that policies are up to date, records are thorough and any changes in guidance are communicated to staff through regular updates. The school's safer recruitment procedures are effective.
10. Staff implement health and safety and fire safety policies and procedures appropriately, including those for pupils who become unwell or injured whilst at school. Accidents are recorded appropriately.

### **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**

- Embed the school's recently revised approach to behaviour management to enable all pupils to focus on their learning.
- Continue to embed strategies to improve children's understanding of the relationship between sounds and spellings in the pre-prep.

## Section 1: Leadership and management, and governance

11. Pupil wellbeing is central to leaders' decision-making. They regularly seek and act upon pupils' feedback. For example, leaders have recently updated the physical classroom environment with new colour schemes and furnishings to promote a calm and purposeful working atmosphere.
12. Leaders are well trained and undertake their roles effectively and with professionalism. They maintain a reflective culture, regularly reviewing their practice and acting upon any areas for improvement. In their regular 'learning walks', leaders see how the school's aims are being embedded in classroom practice and then act upon any identified training needs for staff.
13. Leaders keep policies up to date, and implement them effectively. They publish all required information on the school's website, including the safeguarding policy, and inform parents regularly about their children's attainment and progress. Leaders maintain effective links with external safeguarding agencies and communicate with them appropriately.
14. Leaders assess risks thoroughly and effectively. For example, because of the potential risks associated with pupils using their own devices in school, leaders ensure that a robust filtering and monitoring process is in place.
15. Complaints are dealt with through an appropriate three-stage process, as outlined in the school's policy.
16. Leaders and teachers create an inclusive culture so that pupils develop respect for others. They invite speakers from a wide range of cultures and beliefs and take pupils on visits to places of cultural significance. Teachers reinforce values of tolerance and acceptance.
17. Through regular visits and meetings, for example about implementation of the digital strategy and new assessment programmes, governors probe, challenge and support senior leaders effectively. By doing so, they assure themselves that statutory requirements, including those relating to safeguarding, are met.
18. Leaders place the needs of children in the early years at the heart of the curriculum and learning. This means that children are appropriately challenged and supported. For example, they are frequently able to choose their activities so that they follow their interests in a constructive way. Senior leaders ensure that children in the early years feel part of the wider school community in mixed age groups that provide a range of enrichment activities. In these groups, children for example learn sign language and enjoy making cupcakes. These activities are built on as pupils progress through the school, preparing them for life in British society.

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

All the relevant Standards are met.

## Section 2: Quality of education, training and recreation

19. Leaders have created detailed schemes of work. These include opportunities for cross-curricular work and set clear expectations in relation to pupil progression. Curriculum leaders and managers communicate effectively with teachers about pupil needs, which informs specific teaching strategies. As a result of effective teaching strategies and assessment, pupils make good progress and are prepared well for their next stages of education.
20. Leaders provide teachers with a regular programme for professional development. The school's core learning values – curiosity, collaboration, resilience, perseverance and courage – feature prominently in curriculum planning. Staff refer to them consistently and effectively in lessons. Pupils develop self-motivation as learners as they focus on particular values whilst undertaking their learning tasks.
21. There is a comprehensive programme to develop pupils' literacy, numeracy and scientific skills. As a result, pupils share with adults and peers the knowledge they have acquired through their topic work, and confidently express their opinions and engage in debate. Pupils gain knowledge, develop skills and make good progress in all subjects. Teachers lead termly themed days in RE and aspects of PSHE which enable pupils to explore issues in depth and further develop their understanding of respect, democracy and the rule of law.
22. Leaders have introduced resources and teaching methods in the pre-prep to improve pupils' understanding of the relationship between sounds and spelling, and sentence construction. This has resulted in significant ongoing improvement in these areas in a short space of time.
23. Pupils develop their creative and aesthetic skills through well-designed programmes for music, art and design and technology. Activities are closely linked to class topics. Leaders have recently introduced a digital strategy to support learning across the curriculum. They have put in place regular training for staff to improve their digital skills so that they can support pupils in their use of their own devices.
24. Teaching engages pupils' curiosity and imagination. 'Super starts' to topic work challenge pupils to think creatively and to solve problems. As a result, pupils are highly self-motivated and enjoy the opportunities for independent learning. Staff support effectively those with SEND through targeted interventions and appropriate challenge. They provide focused support to enable pupils with EAL to develop their understanding and use of English so that they make progress in all subjects.
25. Children in the early years make rapid progress in a broad range of skills across all areas of learning. Staff integrate the school's core learning values into their teaching so that children understand that taking calculated risks and making mistakes are a normal part of learning.
26. Leaders have introduced a new assessment framework that enables them to assess pupils' progress across all subjects throughout the school, including, for young children, their core literacy and numeracy skills. Older pupils self-assess their work using clear success criteria, which develops their ability to learn independently.
27. Leaders provide an extensive programme of extra-curricular activities and school trips which broaden pupils' experience. Pupils, including children in the early years, develop a wide range of skills in sport, creative activities, technology and intellectual pursuits. Leaders monitor pupils'

participation to be confident that pupils of all abilities and ages are appropriately challenged as well as enjoy their experiences. Specialist teachers for many activities ensure pupils acquire good levels of skill.

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

All the relevant Standards are met.



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

28. Leaders promote the mental health and emotional wellbeing of pupils. Pupils are confident that they can speak to an adult at school if they are worried about something or need support.
29. Leaders provide a range of opportunities for pupils to develop self-knowledge and self-esteem so that they grow into happy, self-confident individuals. These opportunities include the school's extra-curricular provision and enrichment activities. Staff promote the school's five core values of self-efficacy – integrity, respect, self-awareness, humility and empathy – in work and play. Pupils appreciate how these values help shape their behaviour and enable them to better understand their own emotions.
30. Christian values promoted by the school's leaders, curricular provision and the strong culture of reflection contribute to pupils of all ages and backgrounds developing their spiritual comprehension as well as their understanding of a range of religions.
31. Leaders provide a wide programme of physical education in curriculum time and in school clubs which ensures that pupils are physically active. These range from street dance to multisport as well as team games and individual sports such as gymnastics and athletics. Pupils choose which sports they participate in and this contributes to their ready engagement with these. They understand the importance of keeping physically fit. Staff make adjustments for individual abilities so that all pupils have access to an appropriate level of physical challenge.
32. Leaders have established effective programmes in the early years so that children develop their fine motor control skills well. They hold their pencils correctly, form letters well, and persevere as they attempt to cut their food at lunchtime. Children develop their physical dexterity through an effective programme of outdoor activities that includes running, jumping, throwing and catching games and self-initiated use of the play resources.
33. A comprehensive PSHE framework supports pupils' wellbeing effectively and in accordance with the school's aims and ethos. Leaders track the delivery of PSHE and RSE to ensure full coverage of all elements in an age-appropriate way. Pupils learn much from the discussions and are able to present their point of view knowing that it will be respected.
34. Leaders develop pupils' understanding of right and wrong through their commitment to positive reinforcement of good behaviour and a restorative approach to discipline. Pupils have a well-developed moral code and show a keen sense of fair play. They think about their actions and take responsibility for their own behaviour. Children in the early years quickly develop an awareness of right and wrong. For example, they understand why turn-taking is important. Gentle guidance is calmly delivered by staff so that the need for making good choices is embedded at an early age.
35. Staff follow a consistent methodology of behaviour management to help ensure that pupils feel safe and secure. Leaders have recently introduced an approach to behaviour management based on therapeutic principles that use positive reinforcement to nurture good behaviour. However, this approach is still in its infancy, and some pupils have yet to notice a difference in behaviour arising from it. Leaders effectively implement a rigorous anti-bullying policy and pupils are confident that staff sort out any bullying issues.

36. The school premises and accommodation are well maintained, and classrooms provide calm, welcoming environments. Suitable accommodation is provided to meet pupils' medical needs. Health and safety and fire safety checks and maintenance are up to date. Leaders ensure there are appropriate levels of supervision at school and on trips, reflecting the importance that they place on pupil safety and wellbeing.

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

All the relevant Standards are met.

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

37. Leaders have put in place curricular and extra-curricular activities through which pupils develop a wide range of social skills and learn how they can contribute to the school community and wider society. Through the house system and programme of activities for mixed age groups, pupils work collaboratively across year groups. They have many opportunities to take on leadership roles, for example as prefects and house captains, and undertake their responsibilities conscientiously. Those elected to the school council work cooperatively to achieve commonly agreed goals.
38. Leaders and staff engender respect effectively through being caring, compassionate role models who actively promote respect and democratic values. Through assemblies, PSHE, RSE and RE lessons, pupils consider and discuss their shared values. They respect those with different backgrounds and lifestyles to their own. Through events such as Parliament Week they learn more about British institutions, democracy and the rule of law. Pupils participate democratically when they vote for positions of responsibility within the school or which story to be read at the end of the day.
39. Leaders provide an effective programme to support pupils' early learning about careers. Pupils are introduced to the world of work through talks by parents and visitors about their professions. Strategies such as focused talks and presentations increase pupils' understanding of a broad range of topics. The school's enrichment activities enable pupils to experience a number of worthwhile practical skills, and to understand their strengths and preferences. Leaders run a programme through which pupils begin to learn how businesses work and develop their economic awareness.
40. Staff foster pupils' understanding of the benefits of participating in the local community. Pupils develop their sense of social responsibility through activities such as litter picking, collecting items for the local food bank and singing at a local home for the elderly.

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

All the relevant Standards are met.

## Safeguarding

41. Arrangements to safeguard and promote the welfare of pupils are effective. Leaders provide an environment in which pupils feel safe at school. They know how to stay safe online and are confident to raise a concern or seek support, whether through a worry box or by talking with a member of staff.
42. Concerns are identified and acted upon promptly. Leaders maintain effective working relationships with external agencies, including children's services, the local authority designated officer and the police, and communicate with them appropriately.
43. Leaders provide suitable safeguarding training for all staff and volunteers when they join the school. The safeguarding team and all staff receive appropriate regular training. Leaders provide timely updates at regular intervals throughout the school year. Staff are aware of the correct procedures to follow with regard to child protection, including those relating to online safety and the risks posed by radicalisation and extremism. They are quick to raise concerns, including any about pupil punctuality and attendance, which are followed up without delay and correctly recorded by the safeguarding team.
44. All required safer recruitment checks are completed for staff, volunteers and governors, and a suitable single central record of appointments is kept.

### The extent to which the school meets Standards relating to safeguarding

All the relevant Standards are met.

## School details

<b>School</b>	Eton End School Trust (Datchet) Ltd
<b>Department for Education number</b>	868/6017
<b>Registered charity number</b>	310664
<b>Address</b>	Eton End School Trust (Datchet) Ltd Datchet Slough SL3 9AX
<b>Website</b>	<a href="http://www.etonend.org">http://www.etonend.org</a>
<b>Proprietor</b>	Eton End School Trust (Datchet) Ltd
<b>Chair</b>	Mr James Clark
<b>Headteacher</b>	Mrs Rachael Cox
<b>Age range</b>	3 to 11
<b>Number of pupils</b>	183
<b>Date of previous inspection</b>	14 to 16 May 2019



### **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](http://www.isi.net)**.

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