

Eggar's School

London Road, Holybourne, Alton, Hampshire GU34 4EQ

Inspection dates

13–14 November 2018

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a good school

- The headteacher and his leadership team are dedicated to the school, its pupils and the community. They know exactly what the school's strengths are and are fully committed to its further improvement.
- Teaching, learning and assessment are securely good, with some outstanding practice.
- All pupils make good progress across the curriculum. Some make outstanding progress in English and mathematics.
- Leaders have responded intelligently to some disappointing published outcomes for pupils in the last two years, particularly in science. Actions to improve teaching and learning are making a positive impact on pupils' progress and their achievement at the end of Year 11.
- Leaders have ensured that staff benefit from high-quality training and guidance. As a result, teaching, learning and assessment are improving rapidly.
- Leaders check on pupils' progress frequently and gather information about how well they are doing. However, leaders are not using assessment information precisely enough to gauge the impact that improvements to teaching are making on pupils' outcomes.
- Pupils are safe and secure in the school. Arrangements to safeguard and protect them from harm are effective.
- Governors provide strong challenge and oversight for the school. They ask astute and probing questions of school leaders and hold them to account for pupils' progress and personal development.
- Pupils' personal development is outstanding. Pupils thrive within the school's excellent inclusive culture and ethos. Pupils are welcomed, supported and cared for irrespective of background or ability.
- Pupils have excellent opportunities to gain skills and knowledge outside the classroom. The school's superb provision for pupils' spiritual, moral, social and cultural development leads to pupils becoming active and responsible young adults.
- Behaviour is outstanding. Pupils' conduct is superb, and they show respect and care towards each other and adults.
- The school has a strong reputation with parents and in the community. Numbers on roll are increasing because of the high regard parents have for what the school offers.
- Challenging work and the pursuit of excellence are not consistently seen in all subject areas and for all groups of pupils. As a result, some pupils, particularly boys, are not as industrious or focused on learning as they could be.

Full report

What does the school need to do to improve further?

- Improve teaching and learning so that more pupils achieve their potential, particularly boys and those pupils who are most able, by:
 - maintaining the highest expectations of all pupils in all subjects
 - insisting that all pupils, particularly boys, use time wisely in all lessons, work purposefully and studiously and complete tasks to the best of their ability
 - ensuring that teachers set challenging work that enables the most able pupils to make outstanding progress across the curriculum, and building on what they already know, understand and can do
 - increasing rates of pupils' progress in science.
- Improve pupils' outcomes by:
 - ensuring that leaders' actions to improve teaching and learning are evaluated precisely by their impact on pupils' progress and attainment
 - using assessments of pupils' progress systematically to determine priorities for improving teaching and learning.

Inspection judgements

Effectiveness of leadership and management

Good

- Leaders have successfully created a strong vision and set of values for the school. Pupils and staff benefit from a highly inclusive atmosphere and a culture that supports all individual pupils irrespective of their background, academic ability or need.
- The headteacher and his senior team are rightly focused on their carefully planned strategy to improve the school. They have reflected closely on the reforms to GCSE examinations, the need to develop new and experienced staff, and how to respond to the changing cohort of pupils. As a crucial top priority, leaders and staff have introduced more academic rigour to day-to-day teaching and learning, to ensure that all pupils achieve what they are capable of.
- The important changes leaders have made are taking time to show a full impact on some disappointing published outcomes over the last two years. Nevertheless, leaders have ensured that pupils continue to make good progress, with some outstanding achievements. Most importantly, the school's nurturing and welcoming ethos has been sustained and built on. As a result, pupils flourish in this undoubtedly good school.
- Leaders' long-term strategy to improve the school has led to some major changes. For example, the school day has been altered to enable dedicated time for staff to develop their teaching and share best practice. Recent changes have also served to benefit pupils, who now feel that they have more time to learn, in addition to being able to attend more enrichment activities after school.
- Senior leaders are committed to developing leadership among staff. Subject leaders and progress leaders take responsibility for reviewing their areas and the performance of pupils in their subjects. Some subject leaders have been seconded on to the senior team to provide them with experience of strategic leadership. As a result, the school's capacity for further improvement is being strengthened.
- Leaders and governors are rightly proud of the varied and motivating curriculum on offer to pupils in the school. Pupils have the opportunity to study academic courses where appropriate, but also have wide choices of arts, technology and some vocational subjects. Leaders have also reviewed the subject choices on offer and made sure that these are right for the pupils in the school. There is something for every pupil, including the most able pupils and those pupils who are more vulnerable.
- The school's assessment system has been overhauled over the last two years. Leaders gather a wealth of information about pupils' progress. However, leaders do not make the most of the assessment information they have in order to prioritise improvements to teaching. In turn, the school's work to improve teaching is not being evaluated carefully enough by its impact on pupils' outcomes.
- Leaders and staff understandably focus on pupils who are disadvantaged. They make sure pupils take courses that they enjoy and which will open doors for them. In a similarly bespoke fashion, those pupils with special educational needs and/or disabilities (SEND) have every chance to study subjects at a high level if appropriate. Pupils are supported well with their literacy or speech and language needs if they need to catch up.

- The taught curriculum in lessons is hugely enhanced by the extensive and impressive range of extra-curricular activities on offer. Since the change to the school day, there are even more opportunities for pupils to get involved in the 'Eggar's Experience' and earn reward points and add to their knowledge. Inspectors had no doubt that the rich extra-curricular programme for pupils is a major contributory factor in the pupils' eloquence, personal confidence and positive outlook on life.
- The culture and ethos of the school is outstanding. The 'Eggar's Experience', together with a calendar of artistic, musical, charity, community, sporting and social events assures that pupils' spiritual, moral, social and cultural development is strong. The school's impressive personal development curriculum is highly regarded by pupils and is carefully planned to help pupils learn to accept others' differences and celebrate diversity.
- Additional funding for pupils eligible for the pupil premium or for Year 7 catch-up is used effectively to improve pupils' literacy and numeracy skills and sense of self-belief. Leaders have sensibly drawn on well-established educational research to select the most effective strategies to help pupils to make good progress.
- The school is highly regarded by parents and in the local community. This reputation is well deserved and is demonstrated in the increasing numbers of parents seeking places for their children. Parents certainly rate the extra-curricular opportunities offered and the nurture and personal attention their children receive.
- School leaders have wisely commissioned support from the Hampshire local authority advisory team to advise on and monitor improvements to teaching and outcomes in science. In addition, a school improvement partner provides an objective and challenging overview of the school's performance.

Governance of the school

- Governance is a strength of the school. Members of the governing body possess an impressive understanding of the school's strengths and what needs to improve.
- Governors safeguard the inclusive values and ethos of the school. As one governor said, 'We take real care of the person and their spirit.' Nevertheless, governors are also 'restless and relentless' about probing for convincing answers from leaders about outcomes for pupils.
- Governors are ambitious and thorough, holding senior leaders to account for the school's performance and ensuring secure financial planning for the future of the school.
- Members of the governing body are from different backgrounds and professions. They bring their own expertise to bear on the efficient and effective running of the school. Many are directly involved with day-to-day school life. They enjoy a comprehensive programme of visits to school and work with subject departments, meeting pupils and celebrating their successes.

Safeguarding

- The arrangements for safeguarding are effective.

- Pupils' safety and welfare are paramount in this school. The inclusive and caring ethos ensures that staff are vigilant and knowledgeable about pupils and the risks they may be vulnerable to.
- Checks on adults working in the school meet all statutory requirements and are meticulously checked by leaders and governors.
- Staff training is in line with guidance from the Secretary of State. Training covers local and current concerns, including fragile mental health, the impact of domestic violence, child sexual exploitation and involvement in 'county lines' drug-dealing gangs. As a result, designated safeguarding leaders (DSLs) and staff are fully versed in the potential risks to pupils' safety.
- The school benefits from excellent communication with other professionals who work to protect children. Leaders and staff also have strong relationships with parents and work closely and supportively with them. In typical fashion, leaders ensure that they review their procedures regularly and carefully, including when there are serious safeguarding incidents. In this way, leaders can put into practice lessons learned and further improve their work.
- Record-keeping of referrals made about pupils' safety and need for protection has recently been further improved. The school now benefits from an efficient electronic system which enables leaders to gain a quicker overview of patterns of concerns.
- Pupils feel, and are, safe in the school. They know who to turn to if they are worried about themselves or their friends. They learn about managing risk and keeping themselves safe, including how to use the internet and social media responsibly.

Quality of teaching, learning and assessment

Good

- Teachers possess strong subject knowledge, which they use to good effect to plan motivating and interesting sequences of lessons. Pupils have faith in their teachers and respect their expertise.
- Strong relationships between staff and pupils help to foster the school's warm and supportive atmosphere. Teachers are skilled in creating a classroom environment that is conducive to learning. Pupils generally concentrate well and are ready to listen, participate and learn.
- Teachers question pupils effectively and encourage helpful discussion and debate in order to deepen pupils' thinking. As a result, pupils are confident and articulate and prepared to ask questions themselves.
- Other adults supporting pupils in lessons and in extra programmes work effectively to support pupils' progress without doing the work for them. Teaching assistants, like teachers, ask questions effectively, which helps pupils to work things out for themselves.
- The extra-curricular programmes furnished through the 'Eggar's Experience' enrich pupils' learning. Pupils really appreciate the chance to attend extra revision or master classes, in addition to gaining extra-personalised help with their work. The school's approach to homework also provides pupils with opportunities to pursue interests, build on work completed in class and develop long-term projects.

- In nearly all subjects and classes, pupils apply themselves well to the tasks set and are purposeful and diligent. Leaders and staff are united in promoting the school target of 'academic rigour'. However, in some subjects, including science, some pupils do not use their lesson time as studiously as they could. Sometimes, relaxed social talk diverts pupils from taking a scholarly approach to their work. In these cases, teachers' expectations are not communicated directly enough. Sometimes topics and tasks in lessons are not challenging enough for the most able pupils.
- Most pupils take pride in the presentation of their work and conscientiously look after their books and folders. However, in a few cases, pupils do not take quite enough care over their work, which means that their books and folders are not going to be helpful for revision purposes.
- School leaders have rightly identified that some pupils, particularly boys, have difficulties with organising their studies and revision. Teachers are currently exploring the best ways of improving these boys' organisation and attitudes to learning. There are early signs that the new approaches are beginning to make a difference to these pupils' progress.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- School leaders' and staff's commitment to inclusive values, tolerance and mutual support is reflected in pupils' attitudes and thoughtfulness throughout the school.
- Pupils take a lively and keen interest in moral questions and topics and greatly appreciate their excellent philosophy and personal development lessons. By the time they leave the school, pupils are deep thinkers, whose sense of right and wrong is steeped in British values.
- Pupils' welcoming outlook and strong moral values open doors and hearts to all. Pupils look out for each other, including those who join the school for only a short time or who are living in vulnerable circumstances. As a result, pupils and staff quickly feel that they belong to the school and have a stake in its character and reputation.
- Bullying incidents are rare in this school but, when they occur, they are dealt with well.
- Pupils are safe, secure and learning well at alternative provision. Staff ensure that all checks on staff working at alternative providers have been carried out, and they also visit regularly to check on pupils' progress. All pupils improve their attendance when at alternative provision.

Behaviour

- The behaviour of pupils is outstanding.
- Pupils demonstrate superbly polite manners, courtesy and welcoming warmth towards each other, staff and visitors.
- It is extremely rare for any pupils to use derogatory language. Staff and pupils take

any rare incidents of inappropriate language seriously. As a result, pupils are respectful, kind and welcoming to each other. They feel safe, secure and included and value each other as individuals.

- The school's excellent ethos and culture of tolerance assures positive attitudes and self-esteem. For those pupils who are particularly vulnerable, excellent support ensures that their behaviour, self-worth and attitudes to learning improve.
- The calm atmosphere around the school and in lessons is seldom interrupted by any low-level disruption. However, a firm hand is taken with pupils on the rare occasions when they step out of line. Exclusion is used infrequently, and when pupils are reintegrated they receive appropriate support to get them back on track.
- Pupils attend well and there is very little persistent absence. Leaders rightly check and track pupils' presence in school very carefully to ensure that they are safeguarded. Pupils who attend alternative provision all improve their attendance over time.

Outcomes for pupils

Good

- Pupils make good progress and attain high standards in GCSE examinations and in their work over time. Some pupils make outstanding progress, particularly in English and mathematics.
- Pupils with SEND are extremely well supported in and out of class to ensure their good progress in all areas of the curriculum. Expectations of pupils who have particular needs are just as high as with all other pupils.
- Pupils who are disadvantaged make the same good progress as other pupils. The school's overt focus on 'diminishing the difference' is helping teachers to keep disadvantaged pupils at the forefront of their planning. This, in turn, is leading to strong and improving progress for this group of pupils.
- Leaders have rightly identified that increasing numbers of pupils are joining the school with much higher-than-average prior attainment. These pupils, including some groups of boys, do not always go on to make the outstanding progress of which they are capable. Published results for GCSE in 2017, and provisional results in 2018, show that pupils are making below-average progress overall. These disappointing figures arise from some groups of pupils making less progress in science and some other subjects, including art and food technology. However, the provisional science results in 2018 have improved and compare well with national figures.
- Current pupils' work and their assessments in both key stages 3 and 4 show that they make good progress across the board. However, there is variability in rates of progress, with the excellent achievement seen in mathematics, English, French, computer science, graphics and humanities not seen elsewhere for the same pupils.
- Nevertheless, the school's most recent progress information shows that pupils who had been underachieving are now beginning to perform more in line with their potential.
- Pupils are well prepared for the next stage in their education. School leaders rightly insist on pupils being ambitious so that they are in strong positions for studying higher-level courses at college. Unbiased advice and information helps pupils to make the

right choices of pathways. Pupils are clear about what is on offer locally and further afield, and they and their parents are kept well informed.

- The 'Eggar's Experience' puts pupils on a sound footing for the demands of college life and the requirement to study independently. Pupils leave the school as confident, well-rounded and well-educated young people, who are ready to make the most of further education, employment and leisure.

School details

Unique reference number	138720
Local authority	Hampshire
Inspection number	10046567

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Secondary comprehensive
School category	Academy converter
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	940
Appropriate authority	The governing body
Chair	Lisa Hillan
Headteacher	Patrick Sullivan
Telephone number	01420 541 194
Website	www.eggars.net
Email address	enquiries@eggars.hants.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- Eggar's school is an 11 to 16 comprehensive school of average, but growing, size. The number on roll has recently increased to 940 pupils.
- There are more boys than girls on the school roll. In some year groups, two-thirds of the cohort are boys.
- A below-average proportion of pupils with SEND attend the school. The number of pupils who are disadvantaged is also below the national average.
- The school converted to academy status in 2012. The school has not been inspected since the predecessor school was judged to be outstanding in 2009.
- The headteacher has been in post for five years. He was previously the deputy headteacher of the school.
- A very small number of pupils attend alternative provision at Elkolet, Rowhill School

and Wessex Dance Academy.

Information about this inspection

- Inspectors visited more than 70 lessons across all year groups and subject areas. They reviewed pupils' work in lessons and selected a sample of pupils' books and folders for more detailed scrutiny. Inspectors spoke to pupils in lessons and also held formal meetings to discuss pupils' views of the school. Inspectors attended an assembly and observed tutor time. A group of senior pupils took an inspector on a tour of the 'Eggar's Experience', which consists of a range of after-school enrichment activities and revision classes.
- Inspectors met with senior leaders, middle leaders and governors. They reviewed documentation relating to the work of governors and the school's improvement planning and self-evaluation. Reports of visits made by the Hampshire inspection and advisory service and external evaluation reports from the school improvement partner were considered.
- Inspectors scrutinised information about current pupils' progress in key stages 3 and 4 and also the school's analysis of provisional examination outcomes.
- Inspectors considered the school's arrangements for safeguarding, including checks made on adults working in the school, record-keeping and staff's knowledge of how to keep pupils safe.
- Information about pupils' behaviour, exclusions, attendance and alternative provision was evaluated.

Inspection team

Janet Pearce, lead inspector	Her Majesty's Inspector
Sue Bullen	Ofsted Inspector
Richard Kearsley	Ofsted Inspector
Paul James	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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Store Street
Manchester
M1 2WD

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