

Eagle House School (Bramley)

4 Chequers Lane, Walton-on-the-Hill, Tadworth KT20 7ST

Inspection dates

23 July 2019

Overall outcome

The school is likely to meet all the independent school standards when it opens

Main inspection findings

Part 1. Quality of education provided

Paragraph 1, 2

- The curriculum will be delivered in line with the curriculum policy submitted with the registration application. Because of the complex needs of pupils attending the proposed school, the curriculum will be bespoke and tailored to the needs of individual pupils.
- Class sizes will be small. Pupils will follow different pathways to ensure that the curriculum supports both their academic and social and emotional development equally well.
- Written subject policies, schemes and plans provide a clear insight into the way the curriculum will be delivered. They consider the ages, aptitudes and needs of the pupils at the school, all of whom will have education, health and care plans.
- There is appropriate provision for personal, social, health and economic education. This includes activities that encourage tolerance and respect for other people and aim to prepare pupils for life in modern Britain.
- All pupils of secondary-school age will receive appropriate careers education and guidance. Opportunities for work experience and trips to careers fairs are planned.

Paragraph 3, 4

- The school's assessment procedures set out carefully how teachers will assess pupils' learning. Suitable baseline checks will be carried out on entry.
- Systems to gather information about pupils' academic, social and emotional development are comprehensive. Staff will use a bespoke system to assess pupils' progress. This system is already used in the group's other schools. School leaders will use this information to monitor pupils' outcomes closely over time.
- Assessment information will be used to provide parents, carers and/or local authorities with regular updates on the progress of pupils.
- It is intended that pupils will acquire new knowledge and make progress according to their abilities and their individual complex needs. Leaders regard the development of

pupils' life skills as an important aspect of the education the school provides.

- It is likely that most of the pupils attending the school will have been out of education for extended periods of time prior to joining the school. Leaders understand the importance of staff being able to provide pupils with successful learning experiences. Expectations of behaviour will be high. All staff will undertake training to ensure that there is a common approach to managing the complex behaviour that pupils are likely to present.
- Careful use of specialist resources, including qualified staff to deliver a range of therapies, will be at the heart of the school's day-to-day provision. Art and play therapy will also be delivered when appropriate.
- School leaders and the proprietor have a clear vision of the values that underpin the school's culture. They will ensure that discrimination of any kind is not tolerated and that fundamental British values are promoted. Equalities will be actively promoted through the wider curriculum.
- The school is likely to meet all the requirements in this part of the independent school standards.

Part 2. Spiritual, moral, social and cultural development of pupils

Paragraph 5

- Leaders and staff will promote pupils' spiritual, moral, social and cultural development effectively through the taught curriculum and through establishing a culture of tolerance and respect between staff and pupils alike.
- Curriculum plans ensure that pupils will learn about British values, as well as actively promoting the development of pupils' self-esteem and sense of self-worth.
- The headteacher can articulate a clear sense of the ethos of the school. While leaders aspire to provide the best possible quality of education for pupils, there is an underlying aim that pupils will return to mainstream education if at all possible. In achieving this, leaders understand that developing pupils' social and emotional well-being needs to be given a high priority.
- Teamwork and activities that develop pupils' confidence are very much part of the curriculum. Opportunities for pupils to take ownership of learning are inbuilt, as are activities that promote understanding of the cultures, faiths and beliefs of others.
- Leaders have set high expectations of themselves and staff. These include ensuring that pupils are not exposed to partisan political or religious opinions.
- The school is likely to meet all the requirements in this part of the independent school standards.

Part 3. Welfare, health and safety of pupils

Paragraph 6, 7

- The school's policies, written guidance and procedures to ensure the welfare, health and safety of pupils are sound.
- Key staff have already undertaken safeguarding training appropriate to their levels of responsibility. This includes safer recruitment training for leaders and managers who are responsible for employing staff. Induction training for new staff is comprehensive.

This covers safeguarding training, and training to ensure that staff are aware of the school's wider policies and procedures to keep children safe.

- The safeguarding policy is available on the school's website. The published policy meets current requirements.

Paragraph 9, 10

- The behaviour policy is suitable for the ages and the needs of the school's pupils. The school also has an anti-bullying policy which has close links to the behaviour policy. The behaviour policy sets out clear aims and lists the consequences of poor behaviour. Leaders will keep records of sanctions imposed for serious misbehaviour.

Paragraph 11, 12, 13, 14, 15 and 16

- Leaders have set out a clear policy to comply with relevant health and safety legislation. The proprietor has established a cycle of regular checks for all aspects of safety at appropriate intervals. Most of the necessary checks of facilities and equipment, and procedures for fire safety, are already in place. The site manager will be responsible for the ongoing cycle of checks once the proposed school is open.
- The first-aid policy is suitable and makes provision for effective first aid. Key staff, including the headteacher, will be trained at an appropriate level to administer first aid prior to the proposed school opening.
- The admissions and attendance registers are electronic and will contain all the information required. Because the school is not yet open, pupils have not yet been accepted onto the school roll. Plans for the effective supervision of pupils are in place. Proposed ratios are for one member of staff for each pupil. This includes in classrooms and during semi-unstructured times, such as breaktimes and lunchtimes.
- The school's risk assessment policy states clearly how risks are to be managed. A comprehensive range of risk assessments is already in place. Others will follow prior to the proposed school opening. These include those for the premises, use of resources and equipment, and off-site visits. Risk assessments will include appropriate actions to reduce risk.
- The school is likely to meet all the requirements in this part of the independent school standards.

Part 4. Suitability of staff, supply staff, and proprietors

Paragraph 17, 18, 19, 20 and 21

- Leaders know about the checks that need to be made on adults working with children in regulated activities. These include all the required verifications, such as medical fitness and qualification checks. Leaders are clear that staff will not begin work at the school without the necessary checks in place.
- The single central record of staff checks is already established, is sound, and administered competently.
- Suitable checks have been carried out on the proprietor and directors.
- The school is likely to meet all the requirements in this part of the independent school standards.

Part 5. Premises of and accommodation at schools

Paragraph 22, 23, 24, 25, 26, 27, 28, 29 and 31

- The school is located on its own plot in a rural setting of housing backing onto farmland. The main building, formerly an independent girls' school, contains administration and office areas, a staffroom, a therapy room, library and five classrooms. Other buildings in the grounds will be used as a mix of classrooms, a science laboratory, multi-media room, sports hall, dining room, and art and technology rooms.
- Classrooms and communal areas are furnished to a high standard. Choice of décor and aspects such as lighting and acoustics have been given a high priority by leaders and are entirely appropriate for the context of the school and the pupils that it will cater for.
- There are suitable toilet facilities throughout the school. This includes separate toilets for pupils and staff. Toilet facilities have an adequate supply of hot and cold water. Hot water is thermostatically controlled to reduce the risk of scalding.
- The school has a medical room which is not used for any other purpose. It has suitable washing facilities and is adjacent to a toilet.
- Pupils and staff have access to suitable drinking water throughout the school. Drinking water is labelled as such.
- The school has extensive grounds which are suitable for pupils to play outside, as well as for physical education. This includes a sizeable field and well-maintained multi-use games area.
- Pupils will also receive physical education off-site at a local sports centre and swimming pool, where suitable changing accommodation and showers are available.
- The school is likely to meet all the requirements in this part of the independent school standards.

Part 6. Provision of information

Paragraph 32

- Leaders and the proprietor are aware of the requirement to provide specified information detailed within Part 6. This includes when pupils are funded or partly funded by a local authority. They also know that they need to publish certain reports and other information as necessary on their website, particularly information required by parents or carers.
- The school plans to provide regular written reports to parents or carers.
- The website includes all the required information, such as policies, contact details and information about the school's education provision. This includes the school's safeguarding policy.
- The school is likely to meet all the requirements in this part of the independent school standards.

Part 7. Manner in which complaints are handled

Paragraph 33

- The complaints policy and procedures are published on the school's website. They set out clear timescales for the management of a complaint. There is provision for formal complaints to be heard by a panel of at least three people who have not been directly involved in the complaint. The policy rightly stipulates that one of the members of the panel must be independent of the management and running of the school. It also states that complainants have the right to be accompanied at a panel hearing if they wish. The policy makes clear that any findings of a panel must be available to a complainant and, where relevant, the person complained about.
- Leaders plan to keep any copies of complaints confidentially and available for inspection on the school premises.
- The school is likely to meet all the requirements in this part of the independent school standards.

Part 8. Quality of leadership in and management of schools

Paragraph 34

- Leaders demonstrate a good understanding of the requirements within the independent school standards and have ensured that the school is likely to meet all these standards when it opens.
- Leaders are aware of their duty to actively promote the well-being of all pupils.
- Because all the other independent school standards are likely to be met, this part is also likely to be met.

Schedule 10 of the Equality Act 2010

- Leaders have compiled a suitable accessibility plan to improve access to the premises. Leaders intend to update the plan at appropriate intervals. The school is likely to meet paragraph 3 of schedule 10 of the Equality Act 2010.

Compliance with regulatory requirements

The school is likely to meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

Proposed school details

Unique reference number	147036
DfE registration number	936/6021
Inspection number	10103409

This inspection was carried out under section 99 of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's likely compliance with the independent school standards that are required for registration as an independent school.

Type of school	Other independent school
School status	Independent special school
Proprietor	Paul Conrathe
Chair	Paul Conrathe
Headteacher	Tom Milson
Annual fees (day pupils)	£85,000
Telephone number	020 8770 7788
Website	eaglehousegroup.co.uk/ehg-bramley/
Email address	Bramley@eaglehousegroup.co.uk
Date of previous standard inspection	Not previously inspected

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	Not applicable	6 to 14 years	6 to 14 years
Number of pupils on the school roll	Not applicable	38	38

Pupils

	School's current position	School's proposal
Gender of pupils	Not applicable	Mixed
Number of full-time pupils of compulsory school age	Not applicable	Up to 38
Number of part-time pupils	Not applicable	0
Number of pupils with special educational needs and/or disabilities	Not applicable	Up to 38
Of which, number of pupils with a statement of special educational needs or an education, health and care plan	Not applicable	Up to 38
Of which, number of pupils paid for by a local authority with a statement of special educational needs or an education, health and care plan	Not applicable	Up to 38

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	Not applicable	8
Number of part-time teaching staff	Not applicable	Up to 30

Information about this proposed school

- The proposed school is located in a large suburban village in Surrey, to the south east of the Epsom Downs. It is proposed that it will open in September 2019. The proposed school will be part of the Eagle House Group, which has three other provisions based in the Sutton, Mitcham and Carshalton areas of Surrey.
- The proposed school will offer specialised therapeutic provision for up to 38 pupils aged six to 14 years who have an autism spectrum disorder (ASD) and additional social, emotional and mental health needs. These include pathological demand avoidance (PDA) and attention deficit hyperactivity disorder (ADHD).
- All pupils will be placed by local authorities and will have education, health and care plans.
- Most of the policies, procedures and systems for the proposed school will be based on those used in the group's other provisions. Both the secondary (including sixth form) and primary schools were judged to be good overall, with all the independent school standards met at their last standard inspection.
- The school will be governed by Eagle House Group's board of directors. The proprietor is the chair of the board of directors.
- It is not proposed that the school will use alternative provisions in the first instance.

Information about this inspection

- This was the second pre-registration inspection of the proposed school. The purpose of the inspection was to check whether the proposed school is likely to meet the Education (Independent School Standards) Regulations 2014. Schools must comply with the independent school standards to be registered.
- The inspection focused on compliance with the regulatory requirements of the independent school standards, safeguarding procedures and Schedule 10 of the Equality Act 2010.
- The inspector toured the school's premises and grounds and reviewed policies and documentation provided by the proprietor to support the application to register the school.
- The inspector met with the school's project manager and the chief executive officer of Eagle House Group, who represented the proprietor.

Inspection team

Clive Close, lead inspector	Her Majesty's Inspector
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