

Eagle House School Sutton

95 Brighton Road, Sutton, Surrey SM2 5SJ

Inspection dates

19 September 2019

Overall outcome

The school meets all of the independent school standards that were checked during this inspection

Main inspection findings

Part 3. Welfare, health and safety of pupils

Paragraphs 7, 7(a), 7(b), 32(1)(c)

- A strong culture of safeguarding pervades the school. Leaders and directors ensure that the school's systems to protect children are robust so that any concerns are swiftly and appropriately dealt with. Record-keeping is detailed, with notes made of all concerns, communications and actions.
- The school's safeguarding and related policies, including for online safety, were last revised in May 2019. They have due regard for the government's statutory guidance, including 'Keeping children safe in education'. They are published on the school's website. Leaders are finalising a further review to ensure that the policies fully take account of the revised guidance published in September 2019.
- The designated leader for safeguarding is supported by four deputies, including the headteacher and the deputy headteacher, who manages the Strawberry Lodge post-16 provision. They are well trained and undertake additional training. This allows them to lead on specialist aspects of safeguarding, such as peer-on-peer abuse and online safety.
- The profile of safeguarding is high, with regular formal training for staff throughout the school year, as well as weekly updates. Staff have a secure knowledge of safeguarding. They know about the school's procedures and the September 2019 government guidance. In addition, staff receive additional training in behaviour management and the use of physical restraint.
- Pupils learn how to keep themselves safe, such as when they cross the road or use a computer. They are also clear about what to do should they feel unhappy or have a concern. Parents and carers spoken to expressed confidence in the school to keep their children safe.
- Leaders have ensured that all the requirements of this paragraph continue to be met.

Paragraphs 9, 14, 16, 16(a), 16(b)

- The school's behaviour policy provides an effective approach to both managing and improving pupils' behaviour. It provides clear and well-defined approaches to support staff on a day-to-day basis and ensure a safe and secure learning environment. The

policy clearly sets out rewards for good behaviour and actions to take for any incidents of poor behaviour. While there are consequences for poor behaviour, the school's approach focuses on helping pupils to better manage and improve their behaviour. All staff consistently implement the school policy.

- All incidents of poor behaviour are recorded. Follow-up debriefings enable staff to understand the reasons for poor behaviour and consider ways to support the pupil to improve. Diligent analysis of the records and behaviour meetings enable leaders to spot any patterns or concerns and take remedial action.
- Staff use their breadth of knowledge of each pupil to write comprehensive behaviour support plans. These detail each child's behavioural difficulties and how they can be avoided or managed. Staff use these both on- and off-site to ensure that the strategies for supporting pupils' behaviour are always followed. Additionally, each pupil has a highly personalised and well-considered action plan, known as a 'ZAPs', for improving their behaviour. Both the support and action plans are reviewed at least weekly and revised to keep them sharply focused on the needs of each pupil.
- Detailed risk assessments are in place for each pupil, covering all aspects of school life, both on- and off-site. Leaders work closely with the local authority transport service to ensure that the transport arrangements for pupils are appropriate. They provide regular training for the drivers and escorts in working with pupils with autism spectrum disorder and in ensuring their well-being, health and safety.
- Staff are clear on their responsibilities to supervise pupils from the time they arrive in school. Effective teamwork ensures that pupils are well supervised throughout the day.
- Leaders have ensured that all the requirements considered in this part continue to be met.

Part 4. Suitability of staff, supply staff and proprietors

All paragraphs

- Leaders have a very secure understanding of safer recruitment. As a result, rigorous systems for the employment of staff are in place. All the required checks on new staff, including those who work across the Eagle House Group, are carried out prior to their employment commencing. These are all accurately recorded on the school's single central register.
- Leaders have ensured that all the applicable requirements in this part continue to be met.

Part 8. Quality of leadership in and management of schools

Paragraph 34, 34(i), 34(ii), 34(iii)

- The school's leadership has been considerably strengthened since the previous inspection in July 2018. The headteacher has worked with determination to establish robust systems and effective teamworking at all levels to ensure the welfare and safeguarding of pupils. Both staff and senior leaders are clear about their roles and

responsibilities.

- Leaders use their deep understanding of the particular needs of children with autism spectrum disorder to provide a secure and safe environment in which pupils can learn. They are aspirational for pupils and supportive of staff, while setting high expectations for all aspects of school life.
- The Eagle House Group board of directors provides strong governance. Both they and the group's chief executive officer have secure knowledge of the independent school standards. Robust systems are in place to check compliance with these, review the effectiveness of the school's systems and drive improvement. As a result, leaders have ensured that the school continues to meet the requirements of all the independent school standards checked during this inspection.
- All of the requirements for this part of the independent school standards are met.

Compliance with regulatory requirements

The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that were checked during this inspection. Not all of the standards and associated requirements were checked during this inspection.

School details

Unique reference number	135801
DfE registration number	319/6074
Inspection number	10118833

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

Type of school	Day special school for pupils with autism spectrum disorder
School status	Independent school
Age range of pupils	11 to 20
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	105
Of which, number on roll in sixth form	39
Number of part-time pupils	0
Proprietor	Eagle House Mitcham Limited
Chair	Paul Conrathe
Headteacher	Francesca Arocas
Annual fees (day pupils)	£50,453–£94,461
Telephone number	020 8661 1419
Website	www.eaglehousegroup.co.uk
Email address	sutton@eaglehousegroup.co.uk
Date of previous standard inspection	3–5 July 2018

Information about this school

- Eagle House School Sutton opened in 2009. The school is located in the London Borough of Sutton and is registered to take up to 110 pupils aged 11 to 20.
- All pupils have an education, health and care plan. All pupils have needs that relate to autism spectrum disorder. Most pupils are boys.
- Pupils follow one of three pathways tailored to meet their individual social, emotional,

communication and learning needs.

- The school opened a new sixth-form centre for up to 20 pupils in the upper pathway at a separate site in Carshalton in September 2018.
- The school uses two alternative providers – Carshalton College and NESCOL. Some students in the sixth form attend courses at these providers at set times across the school week.
- An additional deputy headteacher responsible for pastoral development, behaviour and welfare took up her post in September 2018. Three assistant headteachers were also appointed at this time.
- The school was last inspected in July 2018, when it was judged good for overall effectiveness and met all the regulatory requirements.

Information about this inspection

- This emergency inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.
- The inspection was commissioned by the Department for Education in response to information which raised concerns about some aspects of the school's work. The reason for the inspection was that the regulating authority had become aware of concerns relating to the school's safeguarding systems and procedures.
- The inspection was conducted with no notice.
- The inspector was asked to report against some of the independent school standards contained within Part 3, and all in Part 8, of the independent school standards. This included the standards relating to safeguarding, behaviour management and leadership and management.
- The inspector met with senior leaders to ask about their school's arrangements for safeguarding pupils and behaviour management and how risks are assessed and mitigated. She also met with representatives from the Eagle House Group, including the chief executive officer. A meeting with the school's proprietor, who is chair of the board of directors, and two other directors was also held.
- The inspector looked at policies and school records relating to safeguarding and behaviour management. She also reviewed a representative sample of individual pupil risk assessments and behaviour support and action plans.
- The inspector observed the arrival and departure of pupils at the main school site. With the headteacher, she also observed pupils at both school sites in lessons, at breaktimes and as they moved around in order to consider arrangements for their safety and supervision.
- The inspector spoke formally and informally with a number of pupils, as well as members of staff, to gain their views of the school.
- The inspector spoke by telephone with the local authority designated officer.
- There were no recent responses to Ofsted's Parent View questionnaire. To gain parent views, the inspector spoke with four parents at the end of the school day.

Inspection team

Angela Corbett, lead inspector

Ofsted Inspector

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