

Inspection of Eagle House School (Bramley)

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

Inspection dates: 12 to 14 October 2021

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Outstanding

Leadership and management

Good

Overall effectiveness at previous inspection

Not previously inspected

Does the school meet the independent school standards?

Yes

What is it like to attend this school?

Pupils feel included and listened to at Eagle House (Bramley). Many have had a turbulent experience of formal education prior to arriving at this school. There is a sense of relief from pupils that finally the adults understand them and help them to learn how to understand themselves and the world around them.

The calmly determined atmosphere throughout the school promotes high expectations for every member of the community. All know that there is hard work to do and can see that it is worth it. Staff believe that pupils can learn well. Their ambition is rubbing off on pupils, who are happy and growing in self-esteem.

The clear structures in the day help pupils to know what is expected of them. Activities are adapted carefully to meet pupils' needs, often on a daily basis.

Pupils feel safe because they know that staff listen to them and care about them. There are times when they make mistakes or display challenging behaviour. Staff help pupils to learn from these times and to think about alternatives. Staff are alert for any signs of bullying or worrying behaviour. The systems to manage pupils' behaviour are used consistently and effectively.

What does the school do well and what does it need to do better?

Leaders are highly ambitious for pupils. All pupils have complex special educational needs and/or disabilities. Many have been excluded from schools previously. Leaders have constructed a curriculum that blends therapeutic and academic provision. The therapeutic approach helps pupils to understand themselves so they can develop their communication skills and learn self-regulation. Leaders ensure this works with the academic activities, so pupils develop the knowledge they need in the future.

Leaders ensure that the teachers, assistant psychologists (APs) and therapeutic learning support assistants (TLSAs) have the expertise to deliver the curriculum. Teachers know how to use the metacognitive approach to behaviour management. APs and TLSAs learn how to deliver the academic knowledge. Class teams work together very effectively to review and adjust plans as needed for each pupil. Consequently, the curriculum caters well for all pupils.

Reading is prioritised. Pupils often have gaps in their knowledge of sounds. Staff mostly identify and address these quickly and effectively, using books that are matched to the sounds pupils are learning. Leaders have trained all staff and monitor the delivery of phonics sessions to ensure that they are accurately pitched and delivered. However, a few staff are not as secure as they need to be with phonics teaching. This will hinder pupils' learning.

In all subjects, the order of learning is considered carefully. Staff check what pupils know and what gaps they have. They adapt learning activities for each pupil to help

them to learn missed knowledge and join it up with what they already know. This is particularly effective with mathematics.

Assessment of pupils is precise and effective. Daily conversations in each class team help staff to identify what pupils know and what they need to know next. Staff share ideas about possible approaches and communicate well with parents to keep on top of what is working and what needs to be tweaked.

A strength of the school is 'Bramley Time', a combination of personal, social, relationships, health, citizenship (PSRHC) and therapeutic education. Lessons are carefully matched to pupils and their targets in the annual review of their education, health and care plans. Staff are not afraid to tackle difficult topics head on, something pupils, rightly, appreciate. Consequently, pupils are confident in knowing about their bodies and what is private. They can also talk with confidence about issues such as discrimination and prejudice. Pupils are increasingly reflective about their own beliefs and are encouraged to respect other ways of seeing the world.

Inclusion and acceptance are promoted throughout the school. One of the members of the student parliament told an inspector that they chose their rainbow lanyard to reflect that they are all 'special and different'. Pupils are proud of being a part of this school and the way that they try to get on with each other. There are times when their behaviour is challenging but staff deal with it very well. The procedures and routines that leaders have established promote good behaviour. Staff use their training effectively. In particular, praise is used deliberately and meaningfully.

At all times, leaders consider what pupils need to live successful adult lives. Careers information, education, advice and guidance is threaded through all curriculum decisions. It is highly effective. Pupils are focused and motivated by this work which is supported by the 'skills for life' programme and the weekly 'class visit'. These include useful activities such as cycling, visiting a supermarket, buying a train ticket and travelling to London.

The proprietor and directors monitor the school closely. They have ensured that well-qualified and dedicated leaders are in place. Directors provide challenge to leaders regarding the educational provision, staff's workload and ensuring that the school meets pupils' needs. However, the proprietor has not been rigorous enough when monitoring the independent school standards to ensure they are met consistently.

Parents are very positive about the school, many commenting on the difference it has made to their family's life.

Safeguarding

The arrangements for safeguarding are effective.

The culture of safeguarding at the school is strong. Staff have a secure understanding of safeguarding practices and protocols. Each member of staff knows

what they need to look out for and to do in order to help keep pupils safe. Leaders and staff know pupils and families very well. This supports their prompt and appropriate management of concerns and helps them to take suitable actions when needed.

All aspects of the independent school standards regarding the welfare, health and safety of pupils are met. This includes the publication of a suitable safeguarding policy on the school website.

What does the school need to do to improve?

(Information for the school and proprietor)

- A few staff are not totally secure with the terminology used when teaching phonics. This will limit their effectiveness and pupils' learning. Leaders need to ensure that this is addressed as a matter of urgency.
- Leaders had to address some aspects of the independent school standards during the inspection. The proprietor must establish more rigorous monitoring systems to check that these standards are met consistently.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the provider and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

School details

Unique reference number	147036
DfE registration number	936/6021
Local authority	Surrey
Inspection number	10202278
Type of school	Other independent special school
School category	Independent school
Age range of pupils	6 to 14
Gender of pupils	Mixed
Number of pupils on the school roll	29
Number of part-time pupils	0
Proprietor	Paul Conrathe
Headteacher	Tom Milson
Annual fees (day pupils)	£57,000 to £103,000
Telephone number	020 8770 7788
Website	www.eaglehousegroup.co.uk
Email address	Bramley@eaglehousegroup.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- Eagle House School (Bramley) is an independent special school that caters for pupils with autism spectrum disorder and an additional diagnosis such as pathological demand avoidance. Pupils have often been out of formal education for some time.
- The school is registered for up to 38 male and female pupils aged 6 to 14 years. They all have an education, health and care plan. All are placed at the school by local authorities.
- The school is part of the Eagle House Group and has adapted the group's policies for the specific context and pupils of Eagle House (Bramley).
- The school is governed by Eagle House Group's board of directors. The proprietor is the chair of the board of directors.
- The school does not use alternative provision.
- This is the school's first standard inspection.

Information about this inspection

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

The school meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school leaders and have taken that into account in their evaluation.

- Inspectors held a wide range of meetings during the inspection. These included meetings with the proprietor, representatives of the board of directors, school leaders, including the headteacher and clinical director, teachers and therapeutic staff and groups of pupils.
- When considering the quality of education, inspectors did deep dives into these subjects: reading, mathematics, PSRHC and skills for life. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, APs, TLSAs, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also looked at curriculum plans and spoke to leaders about a wider range of subjects.

- Inspectors took account of the views of parents through consideration of the 10 responses to Ofsted's online parent questionnaire and accompanying free-text comments.
- Inspectors considered the views of staff through conversations and scrutiny of the 33 responses to the online staff questionnaire.
- Inspectors spoke to pupils in class and around the school.
- Inspectors evaluated the effectiveness of the safeguarding arrangements in the school by speaking to members of staff and pupils. The lead inspector met with the designated safeguarding lead and deputy to examine their knowledge, records and actions. During these meetings, records were scrutinised, including those relating to the safer recruitment of staff. Case files were sampled to explore how the school identifies and supports pupils at risk of harm.

Inspection team

Lucy English, lead inspector

Her Majesty's Inspector

Simon Yates

Ofsted Inspector

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