

Eagle House School (Bramley)

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

Inspection date

19 July 2022

Overall outcome

The school is likely to meet the relevant independent school standards if the material changes relating to the school provision are implemented

Main inspection findings

Part 1. Quality of education provided

Paragraphs 2(1)–2A(2), 3–4

- Leaders articulate a clear vision for the curriculum and how this will meet the needs of pupils in key stage 4. The curriculum will cover a range of subjects and areas of learning through a blend of therapeutic and academic provision. Leaders intend to shape the curriculum around pupils' individual special educational needs and/or disabilities.
- Leaders plan for pupils in key stage 4 to learn a core academic curriculum. This will include English, mathematics, science, computing, physical education and religious education. Leaders have given careful thought to the different qualification pathways that pupils may follow. These will be flexible, depending on pupils' needs, interests and abilities. Pupils will be able to work towards achieving a range of academic and vocational qualifications. Assessment processes are already established and will align to the different pathways through the key stage 4 curriculum.
- Pupils in key stage 4 will also follow the school's 'skills for life' curriculum. This is focused on preparation for adulthood and for pupils' future employment and/or education. Topics will include personal finance, keeping safe and citizenship. Pupils will be able to work towards achieving a range of qualifications through the Award Scheme Development and Accreditation Network (ASDAN).
- Leaders have acquired a number of published schemes of work that will form the backbone of the curriculum in some subjects. These provide a helpful framework and structure for staff to work from. Leaders plan to fine tune their plans to include greater detail about the content they intend pupils to learn.
- The school's strong focus on pupils' personal development will continue into key stage 4. 'Bramley Time', a blended approach of personal, social, relationships, health, citizenship and therapeutic education, will continue seamlessly into Years 10 and 11. This comprehensive programme promotes pupils' social and emotional development and helps them to understand their own feelings and to self-regulate. Building pupils'

self-worth, sense of belonging and confidence are key components of this programme.

- The school currently makes good use of a local centre to provide an outdoor learning programme for pupils. Leaders intend that outdoor learning will continue for pupils in Years 10 and 11. In addition, the school provides an extensive array of off-site visits, from opportunities to experience live theatre to visits to local parks. This element of the school's provision will continue through key stage 4.
- Careers education will be included within the 'Bramley Time' curriculum. This programme already includes careers guidance and opportunities for work experience. Leaders intend to extend this programme through key stage 4. Additional independent careers guidance will be provided to ensure that pupils are able to make informed decisions about their futures.
- The school's teaching, clinical and therapeutic staff work closely together to plan for pupils' needs. The curriculum and teaching approaches are tailored around pupils' academic, social, emotional and mental health needs. Leaders have already appointed new staff to increase capacity and expertise in anticipation of an additional key stage. This means that the school has staff with a suitable range of subject specialisms.
- The school is likely to meet the relevant independent school standards in this part if the material change is approved.

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

Paragraph 5-5(d)(iii)

- Leaders and staff strongly promote pupils' spiritual, moral, social and cultural development. The school's values of respect for self, respect for others and respect for the school community are woven through day-to-day life at Eagle House. This underpins the way that staff interact with pupils and how they promote tolerance and respect.
- Staff foster positive relationships with pupils and build their confidence, resilience and self-esteem. They help pupils to feel part of the Bramley community just as soon as they join the school. Assistant psychologists hold weekly one-to-one sessions with pupils. They support pupils to talk about their feelings and help them to unpick and resolve any issues. Staff adopt a restorative, positive approach to help pupils to reflect on their behaviour and to make positive choices. They provide helpful strategies and 'tools' to help pupils manage their emotions and behaviour.
- The school's comprehensive 'Bramley Time' curriculum is the cornerstone of the school's work to promote pupils' personal development. Pupils learn about other cultures and beliefs. Diversity and equality are strongly promoted. Through the pupil parliament elections and the 'skills for life' programme, pupils learn about democratic processes.
- Visits to places further afield broaden pupils' horizons and understanding of the locality. Leaders plan to extend these opportunities for pupils in Years 10 and 11.
- The school is likely to meet the relevant independent school standards in this part if the material change is approved.

Part 3. Welfare, health and safety of pupils

Paragraphs 7–7(b), 11, 12, 14, 16(a), 16(b), 32(1)(c)

- The school's child protection policy reflects current statutory guidance and is published on the school's website. Leaders' approach to safeguarding is robust and thorough.
- Leaders ensure that all staff receive comprehensive safeguarding training as part of their induction to the school. Regular training and updates enable all staff to be kept up to date with the latest guidance and important safeguarding issues.
- There is a culture of vigilance in the school. Staff make a note of the slightest concern and refer any worries swiftly to leaders. Leaders have a strong understanding of local safeguarding arrangements and know how to escalate their concerns to other agencies.
- The clinical psychologist leads fortnightly meetings to discuss and review all aspects of pupils' safety and well-being. Academic and therapeutic staff attend these meetings. This ensures that everyone is clear about any concerns and where support needs to be adjusted. Risk assessments are in place for all pupils which reflects the high priority that leaders give to pupils' well-being and safety. They ensure that any risk is understood and managed.
- The school has high staff-to-pupil ratios to reflect the complexity of pupils' needs. Leaders have planned for a modest increase to the number of pupils on roll in relation to the school's current capacity. Classes are very small, typically between four and five pupils per class. There are usually at least two members of staff for each class to ensure the safe supervision of pupils.
- Leaders have already appointed three new teachers during the summer term and an additional teacher will start in September 2022. As the school grows, leaders plan to incrementally increase the number and range of support staff.
- The health and safety policy is up to date. Leaders have ensured that the site is safe, secure and well maintained. There is an appropriate risk assessment policy and risk assessments for the school site, activities and visits are in place.
- Leaders have taken action to address the shortcomings reported in the fire compliance check carried out in 2021. They have updated the evacuation plan and fire assembly arrangements to reflect the increase in the number of pupils on roll. They have also ensured that there are a suitable number of trained fire wardens to reflect the number of staff and pupils at the school.
- Leaders have ensured that all these standards are likely to continue to be met if the material change is approved.

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

Paragraphs 18(2)–18(2)(e), 18(3)–19(2)(d)(ii), 19(3), 20(5)–21(3)(b), 21(5)–21(6)

- Recruitment processes are thorough and very well organised. Staff and leaders are knowledgeable about the checks that need to be completed and the reasons for these checks. All the required checks have been completed for staff, directors, supply staff

and volunteers. Leaders and directors carry out regular checks on the school's single central register to ensure that everything is as it should be.

- Leaders have ensured that all the relevant standards in Part 4 are likely to continue to be met if the material change is approved.

Part 5. Premises of and accommodation at schools

Paragraphs 23(1)–24(1)(c), 24(1)–29(1)(b)

- The site and buildings are well maintained and in good order. Acoustics and lighting are appropriate. Classrooms are bright and well organised. They are of suitable size to accommodate the small class sizes. The school has ample space to accommodate the modest increase to the school's capacity.
- The school has a number of therapy rooms and a sensory room. During the summer holidays, two new garden rooms will be installed to provide additional teaching spaces. The school has a library, a hall and a well-appointed dining room with an adjacent kitchen. The hall has the added provision of a climbing wall.
- There are suitable outside spaces, including social spaces and play areas. This includes a field and a full-size tennis court. Timetables ensure that there are not too many pupils in one space at a time.
- There is a suitable medical room, provision for drinking water and adequate toilet and washing facilities. However, while toilet facilities are mostly appropriate, at the start of the inspection one set of toilets for older pupils was not clearly designated for either boys or girls. Leaders took swift action to address this shortcoming before the end of the inspection.
- There is currently only one shower room on site. Leaders plan to continue to take older pupils to the outdoor education centre for physical education, where there are changing and shower facilities.
- Leaders have ensured that all the relevant standards in Part 5 are likely to continue to be met if the material change is approved.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1)–34(1)(c)

- Leaders are knowledgeable and bring considerable experience and expertise to their roles. They articulate a clear purpose and vision to ensure that the right provision for the school's vulnerable pupils is in place. This underpins their rationale for their request for a material change.
- Leaders have planned carefully for the proposed additional key stage. They have appointed staff with subject expertise to lead and support curriculum development. They have also recently appointed an assistant headteacher to lead the secondary provision. In addition to teaching staff, the school has many clinical staff and therapists. Leaders plan to increase staffing across the board, in tandem with the increase in the number of pupils on roll.

- Staff training takes place each week to support staff's professional development and expertise. This is tailored to reflect the school's context and the needs of the pupils at the school.
- The proprietor keeps oversight of the school and appropriate quality assurance processes are in place. Half-termly meetings enable leaders and directors to receive in-depth reports on all key aspects of the school. This includes safeguarding, teaching health and safety and school improvement.

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 that are relevant to the material change.

School details

Unique reference number	147036
DfE registration number	936/6021
Inspection number	10244589

This inspection was carried out under section 162(4) of the Education Act 2002, the purpose of which is to advise the Secretary of State for Education about the school's likely compliance with the independent school standards relevant to the material change that the school has applied to make.

Type of school	Other independent school
School status	Independent school
Proprietor	Witherslack Group Ltd
Chair	Stephen Bacon
Headteacher	Tom Milson
Annual fees (day pupils)	£86,333 to £103,000
Telephone number	01483 912080
Website	www.eaglehousegroup.co.uk
Email address	Bramley@eaglehousegroup.co.uk
Date of previous standard inspection	12 to 14 October 2021

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	6 to 14	6 to 16	6 to 16
Number of pupils on the school roll	31	40	40

Pupils

	School's current position	School's proposal
Gender of pupils	Mixed	Mixed
Number of full-time pupils of compulsory school age	38	40
Number of part-time pupils	0	0
Number of pupils with special educational needs and/or disabilities	38	40
Of which, number of pupils with an education, health and care plan	38	40
Of which, number of pupils paid for by a local authority with an education, health and care plan	38	40

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	8	9
Number of part-time teaching staff	0	0

Information about this school

- Eagle House School (Bramley) is an independent special school that caters for pupils with autism spectrum disorder. Some pupils have an additional diagnosis, such as pathological demand avoidance. Many pupils join the school having been out of school for long periods. All pupils on roll have an education, health and care plan.
- The school is currently registered for up to 38 pupils between the ages of six to 14.
- The school's last standard inspection took place in October 2021, when the overall effectiveness of the school was judged to be good and all the independent school standards were found to be met.
- The school does not currently use any alternative provision.

- Since the previous inspection, Eagle House Group has been taken over by Witherslack Group Ltd. This company is now the registered proprietor for the school.
- The school is governed by Witherslack's board of directors.

Information about this inspection

- This inspection was commissioned by the Department for Education (DfE) as a result of a request by the proprietor to increase the number of pupils from 38 to 40 and to increase the age range of pupils to 16.
- The inspector gathered a range of evidence aligned to the independent school standards that were assessed during the inspection.
- The inspector toured the school's premises and accommodation, visited classrooms and spoke with pupils and staff.
- The inspector held a number of meetings with the headteacher, the deputy headteacher, the clinical psychologist and other leaders. She also met with two of the directors for schools from the Witherslack Group and held an online discussion with two directors, including the chair of the proprietorial body.
- The inspector reviewed a range of policies and documents, including the school's single central register. She checked other records and policies with respect to the welfare and safety of pupils.
- The inspector reviewed information on the school's website and the curriculum information the proprietor included in their material change request to the DfE.

Inspection team

Sue Cox, lead inspector

Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

Parent View

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022