

# INDEPENDENT SCHOOLS INSPECTORATE

## INSPECTION REPORT ON

### Edgeborough School

Full Name of the School	<b>Edgeborough School</b>
DCSF Number	<b>936/6037</b>
Early Years Number	<b>EY338188</b>
Registered Charity Number	<b>312051</b>
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Heads	<b>Mr Richard Jackson and Mrs Maureen Jackson</b>
Chair of Governors	<b>Mr Tim Elliott</b>
Age Range (of the whole school)	<b>2 to 13</b>
Gender	<b>Mixed</b>
Inspection Dates	<b>28<sup>th</sup> September to 1<sup>st</sup> October 2009</b>
Early Years Age Range	<b>2 to 5</b>
Early Years Gender	<b>Mixed</b>
Early Years Foundation Stage Inspection Dates	<b>21<sup>st</sup> to 22<sup>nd</sup> September 2009</b>

This inspection report follows the framework laid down by the Independent Schools Inspectorate (ISI). The inspection was carried out under the arrangements of the Independent Schools Council (ISC) Associations for the maintenance and improvement of the quality of their membership. It was also carried out under Section 162A(1)(b) of the Education Act 2002 as amended by the Education Act 2005, under the provisions of which the Secretary of State for Education and Skills accredited ISI as the body approved for the purpose of inspecting schools belonging to ISC Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2003 as amended with effect from January 2005, May 2007 and February 2009.

The Early Years Foundation Stage (EYFS) framework was introduced in September 2008 and applies to all children in England from birth to 31<sup>st</sup> August following their fifth birthday. The inspection was carried out by ISI, a body approved by the Government for the purpose of inspecting EYFS provision in schools belonging to the ISC Associations. Section 7 of this report evaluates the extent to which the setting fulfils the requirements of the EYFS Statutory Framework published by the Department for Children, Schools and Families (DCSF) and follows the requirements of the Childcare Act 2006 as subsequently amended.

The registered person must ensure that this provision complies with the Statutory Framework for children's learning, development and welfare, known as the Early Years Foundation Stage.

The inspection was carried out in conjunction with Ofsted, Children's Directorate. The Ofsted report is available separately at [www.ofsted.gov.uk](http://www.ofsted.gov.uk) under Inspection reports/Boarding schools.

The inspection does not examine the financial viability of the school or investigate its accounting procedures. The inspectors check the school's health and safety procedures and comment on any significant hazards they encounter: they do not carry out an exhaustive health and safety examination. Their inspection of the premises is from an educational perspective and does not include in-depth examination of the structural condition of the school, its services or other physical features.

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## 1. INTRODUCTION

### Characteristics of the School

- 1.1 Edgeborough was established in 1906 in Guildford and moved to its present site at Frensham Place in 1939. Originally a small, privately owned boarding school for boys, it became a charitable trust, administered by a board of governors, in 1966, and co-education was introduced in 1992. At this time the Pre Prep and Nursery departments were opened. It now offers education for boys and girls between the ages of two and thirteen, some of whom are weekly or occasional boarders, while the majority are day pupils. The school occupies a 50-acre site that includes wooded areas and games fields. Since the last inspection in 2003, a new sports hall, music classroom, theatre, drama studio, library, science laboratory, information and communications technology (ICT) suite and music practice suite have been built and a farm has been established.
- 1.2 The school aims to provide an all-round education of high quality for all pupils. It places value on the individual, and intends to maintain and raise educational standards. It embraces the electronic revolution and is committed to sustainability.
- 1.3 At the time of the inspection 341 pupils were on the school roll, of whom approximately one-third were girls. Of these, 70 were in the Early Years Foundation Stage (EYFS), 63 in Years 1 and 2, 144 in Years 3 to 6, and 64 in Years 7 and 8. The school is divided into four sections: the Nursery; the Pre Prep, for Reception to Year 2; the Lower Prep, for Years 3 to 5; and the Upper Prep for Years 6 to 8. In total, 8 pupils were weekly boarders living at school from Monday to Friday, and a number of pupils took the opportunity to board for one or more nights a week.
- 1.4 The school is non-selective for entry to the Nursery and Reception classes; entry at other stages depends on the availability of places, and is conditional upon an informal assessment and a current school report. The school has identified 50 pupils as having learning difficulties and/or disabilities (LDD), of whom 43 receive support.
- 1.5 The school prepares pupils for entry to senior schools at the age of thirteen, through the Common Entrance, although a few pupils leave at the age of eleven each year. Pupils also sit examinations for art, music, academic and all-rounder scholarships.
- 1.6 While pupils are drawn from a variety of backgrounds, most come from professional families. Although the school is largely non-selective, pupils' average ability is above that of the nationally expected level.

- 1.7 National Curriculum nomenclature is used throughout this report to refer to year groups in the school. The year group nomenclature used by the school and its National Curriculum (NC) equivalence are shown in the following tables.

***Early Years Foundation Stage***

School	Age of children
Nursery 1	2 to 3
Nursery 2	3 to 4
Robins and Wrens	4 to 5

- 1.8 See Section 7 for the report on the Early Years Foundation Stage.

***Years 1 to 8***

School	NC name
Swifts and Swallows	Year 1
Greenfinches and Goldfinches	Year 2
Form 1	Year 3
Form 2	Year 4
Form 3	Year 5
Form 4	Year 6
Form 5	Year 7
Form 6	Year 8

## **2. THE QUALITY OF EDUCATION**

### **The Educational Experience Provided**

- 2.1 The school is successful in meeting its aim of providing an all-round education of high quality to all pupils, including those in the EYFS. The varied programme of activities broadens pupils' horizons and offers them outstanding opportunities to develop their skills, talents and interests. Standards of provision have been maintained since the last inspection.
- 2.2 The curriculum is well structured and supports all aspects of the pupils' development. It includes French for pupils of all ages and Latin for Years 6 to 8. Frequent opportunities are provided for the development of pupils' skills in literacy and numeracy, with particularly strong provision being made for speaking and listening skills. Well-stocked libraries in the Pre Prep and the Lower and Upper Prep departments offer a good resource for learning and research. The extensive and varied sports curriculum supports all aspects of pupils' physical development, and the programme of personal, social and health education (PSHE), together with assemblies, plays a significant role in their personal development. Comprehensive provision is made for the development of pupils' aesthetic and creative skills, both within the timetable in art, design and technology (DT), drama and music, and in the wide-ranging activities programme. The high quality of the facilities available for specialist teaching and activities has a beneficial effect on their learning experience.
- 2.3 The PSHE syllabus supports the school's caring ethos, successfully enriched by opportunities to help with the running of the school's farm, and by involvement in the wider community through activities such as fund-raising for the charity of the term.
- 2.4 Pupils are prepared well for the next stage of their education. Staff work together to ensure smooth transition between the different sections of the school, from Pre Prep to Lower Prep and then to Upper Prep. The opportunity to board enables pupils to sample this experience before transferring to their senior schools. Older pupils feel that serving in positions of responsibility contributes to a feeling of confidence about moving on to the next stage of their education.
- 2.5 The curriculum is set out in effective schemes of work in all subjects. Supportive programmes of study provide for good development of subject based skills, knowledge and understanding. The school provides a broad curriculum for all the pupils, and they are encouraged to participate in a wide range of experiences both in and out of the classroom.
- 2.6 Suitable provision is made for pupils with learning difficulties and/or disabilities, with particularly strong support offered in the Pre Prep. Individual education plans (IEPs) are drawn up for these pupils and extra provision is made, either through withdrawal in individual or small group lessons, or through additional support in class. Extension sets in English, mathematics, French and Latin offer higher achieving pupils the opportunity to progress more quickly; in other subjects their needs are partially addressed by the provision of additional material in the classroom. This extra work does not, however, always offer additional challenge.
- 2.7 The school meets the regulatory requirements for the curriculum [Standard 1].

## **Pupils' Learning and Achievements**

- 2.8 The quality of pupils' learning is good throughout the school, as it was at the time of the last inspection. Children in the EYFS also make good progress. In both their academic work and their broader education, pupils learn most effectively and achieve well. As a result, the school achieves its aim of maintaining high educational standards.
- 2.9 In the Pre Prep, pupils are already articulate, they read well and they write independently. By the start of Year 2, they are able to identify the missing number in an addition sum, and higher achieving pupils enjoy the challenge of harder problems in mathematics through their use of ICT. They practise their rapidly developing literacy skills in other subjects, such as religious studies and history.
- 2.10 The successful start pupils have made in the Pre Prep is further built upon in the Lower Prep and the Upper Prep. This is facilitated by the good communication amongst staff. As they move on to their senior schools, pupils have well-developed speaking and listening skills. They converse naturally with adults. Progress in numeracy is good and pupils use the skills they have acquired to good effect across the curriculum. For example, in a cookery activity they weighed ingredients accurately when following a recipe.
- 2.11 Their creative development is rapid. In DT, a critical thinking exercise linked sustainability with 'eco-homes' and pupils were beginning to use their ICT knowledge to good effect to help them design their own eco-home. They acquire a wide range of skills in art, using a variety of tools and media. Close study of a Lowry picture resulted in bold and colourful interpretations. Pupils' creative skills are also displayed in drama and music. Year 8 pupils were stretched at the beginning of a science lesson with a cognitive conflict challenge, demanding creative thinking. In these ways pupils are encouraged to consider in depth the world around them.
- 2.12 By Year 8, pupils' attainment is good, and in some subjects it is excellent. No significant differences are evident in the relative attainment of boys and girls. Pupils with LDD attain in line with their abilities, making sound progress.
- 2.13 Results in Common Entrance at the age of thirteen, and success in the examinations set by individual senior schools, are indicative of the good standards being achieved. In the last three years, all pupils have gained places at the school of their first choice and a number of pupils have been awarded scholarships.
- 2.14 Pupils achieve a wide range of individual and team successes. In a 2009 UK mathematics challenge, one gold and four silver certificates were awarded. Four pupils took part in a science challenge at a local senior school, and many pupils were successful in music and drama examinations at different grades, while the Early Music Group competed successfully at both the Farnham and Godalming music festivals. Poems by Year 1 have been included in a children's poetry book and the work of some pupils in the Lower Prep has been published, following their entries in a national creative writing competition. In 2008, five pupils won awards in the David Shepherd Wildlife Foundation competition. The school has had considerable success at athletics, and pupils won the West Surrey athletics championships of 2009. Pupils qualified for twenty separate events at national preparatory schools championships in Birmingham in the same year; seven of them won medals, including gold in the javelin, high jump and triple jump. In the Hampshire county athletics championships held in Portsmouth, girls won bronze in both the Under 13 long jump and 70 metres hurdles, and in the Under 15 1500 metres, equalling the school's record for boys, which had stood for over twenty years. Boys have represented Surrey and Hampshire at Under 13 level in county cricket, the Under 11 girls rounders team were runners-up in the Independent Association of

Preparatory Schools (IAPS) national competition and boys were runners-up in the IAPS tennis tournament. These outstanding achievements demonstrate pupils' dedicated training as well as their talents.

- 2.15 Appropriate care is taken to ensure that less talented pupils have equal access to coaching and tuition, and therefore have the opportunity to compete at a level appropriate to their ability. The school is successful in meeting its aim that as many pupils as possible should have the chance of playing in a team. During the inspection week, sixteen teams played in football and netball fixtures against other schools.
- 2.16 Pupils' attitudes to work and study are good in all sections of the school. They take notes competently, and organise their work and studies well. Older pupils complete their prep at school and settle quickly to their tasks.
- 2.17 Pupils also enjoy working together and do so co-operatively. A Year 2 mathematics lesson, Upper Prep choir practice, and football and netball activities were all characterised by good group and teamwork. At the end of lunch pupils work quickly together to prepare the dining hall for the next sitting.
- 2.18 Frequently, pupils are given opportunities to reason and think through arguments logically and to vouchsafe their point of view. They respond well to such opportunities. Throughout the school, they persevere and tackle their tasks with enjoyment. A pupil in Year 2 was eager and proud to discuss his creative writing about a 'Boiler-Dragon'. Pupils show good powers of concentration. Their behaviour around the school is exemplary, and this is usually the case in class. Occasionally, when the pace of lessons was too slow, the pupils became restless.
- 2.19 The ethos of pupils' respect for each other and for their teachers is an outstanding feature of the school. In discussion with inspectors, Year 8 expressed great enthusiasm for the school and highlighted the breadth of opportunities available to them as a defining strength.

### **Spiritual, Moral, Social and Cultural Development of Pupils**

- 2.20 Pupils' spiritual, moral, social and cultural awareness is outstanding, and meets the school's aim of placing emphasis on the development of each individual. This applies to children in the EYFS as well as to older pupils. The high standards noted at the time of the last inspection have been raised even further.
- 2.21 Pupils' spiritual awareness is excellent. The school fully meets its aim to espouse a Christian ethos and promotes it at all times, including within regular assemblies. During the inspection, the Upper Prep assembly focused upon friendship. Pupils were involved in many ways: saying prayers, reading the Bible and answering questions. At the Pre Prep assembly on caring for others, Year 2 pupils showed remarkable confidence and spirituality when making up their own spontaneous prayers. The study of other religions in lessons further extends pupils' spiritual awareness.
- 2.22 Pupils have a well-developed moral code. In discussion with inspectors they showed that they have a clear understanding of right and wrong. Older pupils explained that rewards need to be balanced with sanctions and younger pupils can identify what constitutes poor behaviour. The school's 'ten promises' are displayed throughout, reinforcing the importance attached to pupils' conduct. The staff act as excellent role models for the pupils, helping them to be considerate of the needs of others. Pupils' enthusiastic involvement in fundraising for charities, that they select themselves, demonstrates their understanding of the need to support those less fortunate than they are.

- 2.23 The pupils' excellent social development is fostered through the many opportunities provided for them to learn to play their part in the community. Pupils of different ages develop leadership skills and display responsibility. Prefects are appointed for one term; they are provided with job descriptions and have regular meetings with the heads to discuss behaviour and leadership issues. Year 5 pupils act as 'playground pals' to support younger pupils at break times. Throughout the school consideration for others is evident. Pupils of all ages co-operate very well. In a music lesson, pairs performed duets together, and in ICT Year 4 were keen to help each other, demonstrating their enjoyment of co-operative work. Representatives from each class are appointed to serve on the dining hall committee and take this responsibility seriously. A high standard of courtesy and good manners pervades the school. Pupils are encouraged to develop understanding of environmental issues and to recycle resources where possible, in line with the school's commitment to sustainability.
- 2.24 Pupils develop strong cultural awareness. The school has links with a French school in Lyon which leads to a two-year cycle of exchanging pupils, and a 'French day' is organised for the whole school. Such initiatives, together with overseas sports tours to South Africa and Grenada, provide opportunities for pupils to develop respect and understanding of other cultures. The calendar lists many outings, events and visitors to school for all age groups. Recently these have included a study of Aboriginal art, an African drumming workshop, a visit to a mosque in Woking, and celebration of the Chinese New Year and the Korean Lunar New Year. These experiences help pupils to acquire an appreciation of the cultural traditions of others.
- 2.25 The school meets the regulatory requirements for the spiritual, moral, social and cultural development of pupils [Standard 2].

### **The Quality of Teaching (Including Assessment)**

- 2.26 The quality of teaching is good overall, and examples of outstanding practice were seen. In the EYFS, adults support children's learning very effectively. The high standards reported at the previous inspection have been improved even further as the quality of teaching is now more consistent. The school identifies educational improvement as a high priority and has been successful in raising the overall standard of teaching.
- 2.27 The good teaching enables pupils of all abilities, including those with LDD, to acquire new knowledge and skills, and to progress according to their ability. Teachers set high standards of expectation for their pupils, encouraging them to work hard and to do their best. This is evident in music, art and sport, and in academic lessons. Teachers use skilled questioning to good effect, encouraging pupils to think for themselves. This was observed in a Year 3 history lesson, where pupils empathised with children in World War II. Inspirational teaching in a music lesson in Year 5 heightened pupils' creative experience. The enthusiasm of the sports teaching in team practices led to pupils challenging themselves to perform at an even higher level.
- 2.28 Teaching is planned thoroughly and time is used well. The best lessons have good pace and challenging content that capture the interest and enjoyment of the pupils, and so foster responsible behaviour. In a few lessons, when the pace of teaching was too slow, it resulted in pupils losing concentration. The pupils showed clear enjoyment of the mathematics work on the computer in Year 6, while consideration of an evacuee's suitcase had Year 3 captivated. In a Year 5 mathematics lesson, three shorter activities kept the pace of the lesson brisk, and maximum use was made of the available time.
- 2.29 A detailed register is kept of those pupils requiring extra support, as well as those who are gifted and talented. This provides a good resource for all staff. The learning support

department oversees the provision for pupils experiencing difficulty and specialists work with the teachers to draw up IEPs, which are generally implemented well in lessons. In the older year groups pupils may be withdrawn for specialist help, or supported within the classroom by their teacher or member of the learning support team. This additional attention is well targeted. However, where support is given by class teachers, the implementation of the IEPs for these older pupils is not always consistent.

- 2.30 Teachers know their pupils well. They are assisted by the detailed information available to them on the school network, and through discussion either informally or at staff meetings. In most cases teachers use their knowledge effectively to provide work for pupils of different levels of ability, although at times the tasks set for the more able pupils are repetitive rather than challenging. The process of liaison amongst teachers as pupils progress through the school is good, with a formal handover in the summer ensuring that transition between years is effective. Teachers show expertise and enthusiasm for their subjects; this creates a similar enthusiasm in the pupils.
- 2.31 Resources throughout the school are good, and in some areas outstanding. Teachers have access to a suitable variety of resources to support their teaching. Interactive white boards facilitate the use of an extensive range of activities, although in only a few of the lessons observed were these boards used to full effect. ICT is used well throughout the school, with, for example, the youngest pupils drawing colourful pictures electronically, and older ones using a word processing package to write accounts of an outing to Fishbourne Roman Palace. The teaching of library skills ensures that pupils can benefit from the wide range of books, both for enjoyment and research.
- 2.32 The previous inspection report highlighted the need for assessment results to be more readily available in order for fuller use to be made of them to inform teaching. The school has worked hard to improve this, and standardised assessment results in mathematics and English are well organised on the new electronic system, along with other assessment data. Teachers access this information regularly and find that it provides a valuable resource. In the Pre Prep, assessment data is used successfully to inform planning, and a clear system of target setting shows pupils the way forward. While marking is positive and congratulatory for older pupils, adherence to the marking policy is inconsistent, with, in many cases, insufficient guidance given to enable pupils to plan for their own improvement. Pupils' performance is evaluated regularly in reports to parents.
- 2.33 The school meets the regulatory requirements for teaching [Standard 1].

### **3. THE QUALITY OF CARE AND RELATIONSHIPS**

#### **The Quality of Pastoral Care, and the Welfare, Health and Safety of Pupils**

- 3.1 Overall, the quality of care given to the pupils is satisfactory. The school provides pastoral care of high quality, and good attention is given to the welfare of the children in the EYFS and of older pupils. Whilst most aspects of health and safety are very well considered, the procedures for checks on staff are not sufficiently rigorous, and do not follow the school's own policy for safeguarding children.
- 3.2 The support and guidance provided to pupils are outstanding. The school is characterised by a family ethos, where staff not only provide pastoral care, within the well-organised framework, but also are role models for courtesy and consideration towards others. In discussion, pupils said they felt well supported, and they appreciated the family atmosphere. Motivational posters, in corridors and in every classroom, convey the same messages of consideration and care.
- 3.3 The pastoral arrangements to support teachers in providing this care and guidance are very effective. The system of form teachers extends throughout the school, and ensures that even the older pupils have a particular adult responsible for them. Speedy communication through the school network keeps all staff closely informed about any pastoral issues. Regular departmental and whole-staff meetings ensure that information about pupils is kept up-to-date. Duty rotas are considered carefully and ensure that pupils are safely supervised.
- 3.4 The quality of the relationships between staff and pupils, and amongst the pupils themselves is a strength of the school, as it was at the time of the previous inspection. Evidence of this was seen in lessons, by the way staff referred to the pupils in interviews and by what the pupils themselves said when interviewed. The reaction was the same across all age groups; that the pupils felt teachers were approachable, and would listen to and deal with any concerns. This contrasts with the views expressed in the pupil pre-inspection questionnaire, where a significant number of pupils in the upper age group felt their views and concerns were not listened to or dealt with effectively. The inspection team found no evidence to support this view.
- 3.5 The system of rewards and sanctions is very successful. Pupils expressed support for the school's well-defined rewards (stars) and sanctions (stripes), feeling that these are fair and effective. Exceptional courtesy and consideration were shown by the pupils throughout the inspection period. The school's anti-bullying policy gives clear guidelines, defining what constitutes bullying and how any instances of such behaviour would be handled, and it is readily accessible. Pupils said that the rare instances of such behaviour are dealt with quickly and effectively.
- 3.6 Child protection measures are clearly documented and are supported with regular training for staff. Child protection officers, for the whole school and also for the EYFS, are trained to a suitable level. The safeguarding policy is readily accessible to all staff and parents on the school network. Although this policy outlines appropriate measures to be taken to ensure that the necessary checks are made, these have not been carefully followed. The school is now taking steps to rectify these omissions and to make certain that the policy is properly implemented in future.

- 3.7 Regular checks by the fire department support and advise the school on fire safety. All necessary fire protection measures have been taken and staff have received appropriate training. Fire drills are carried out regularly and notices around the school offer constant reminders of the agreed procedures in the case of emergency.
- 3.8 The school has due regard for the health and safety regulations, and regular meetings of the health and safety committee ensure that all matters are carefully considered. External specialists are employed to offer detailed advice. Risk assessments are comprehensive and suitable checks are carried out on electrical fittings.
- 3.9 The provision of a well-equipped sick bay, overseen by the matron, ensures suitable care, should a pupil become ill while at school. Admission and attendance registers are kept appropriately.
- 3.10 The catering department provides well-presented nutritious meals that are much appreciated by the pupils. Scrutiny of the catering by the dining hall committee ensures that pupils' views are taken into account. Healthy options of fresh fruit and salads are provided at the evening meal. Plentiful opportunities are provided for games and physical activity in a variety of forms, and pupils take full advantage of these, on a daily basis, for healthy exercise.
- 3.11 The school meets most of the regulatory requirements for the welfare, health and safety of pupils [Standard 3]. In order to meet all the requirements, the school must:
- (a) ensure that in future the safeguarding policy is fully implemented [Regulation 3.(2)(b)].

### **The Quality of Links with Parents and the Community**

- 3.12 The school has built good links with its parents and with the local community. Parents, including those with children in the EYFS, are satisfied with the education provided for pupils and with the support that they receive. They particularly value the wide range of subjects provided by the school and the way in which teaching helps their children to progress. Parents feel that the educational experiences, both in and out of the classroom, contribute well to their children's preparation for life at senior schools, and they report that their children are happy.
- 3.13 Opportunities for parents to become involved in many aspects of school life are good. They are encouraged to help with activities such as the school production, running the second hand shop, supporting pupils at matches or helping with outings. Parents are also welcomed at school events, such as concerts and services, and regular 'dining-in days' provide occasions for them to eat with their children in school and hold discussions with catering staff. However, the responses to the pre-inspection questionnaire show that a significant number of parents would like more opportunities to become involved and feel that a parents' association would help to provide a forum through which they could socialise, channel ideas and offer support to new parents.
- 3.14 Good information is provided to current and prospective parents through an informative website and prospectus. Parents' handbooks and the school's year book contain guidelines for parents as well as information about staffing, and the school's plans for the year ahead. The 'Friday Letter' keeps parents informed about forthcoming events and a termly newsletter, which includes photographs, gives an overview of the term.

- 3.15 Parents have good access to information about their children's progress and attainment, and written reports are provided twice a year. In Years 3 to 8 regular assessment cards, showing grades for effort and attainment, are sent home. Regular consultations between parents and teachers offer good opportunities for detailed discussion, and members of staff may also be contacted at school, either in person or by email. Of the parents who responded to the questionnaire a small but significant number, with children in Years 6 to 8, felt that there were insufficient opportunities to discuss their children's progress. Discussion with parents and a review of the evidence do not support this view.
- 3.16 The school's complaints policy is detailed and appropriate. In discussion, parents expressed themselves happy with the way complaints are dealt with. No formal complaints have been recorded in the past year.
- 3.17 Links with the wider community are very good. The school raises money for many charities, both locally and internationally, with the selection of the charities to be supported being influenced by the views of pupils. These activities heighten pupils' awareness of charitable giving. The Early Music Group performs regularly at events such as the Godalming festival and in services at the local church. Pupils participate in local art exhibitions in Frensham. Such occasions provide opportunities for pupils to be involved in communities outside the school. Visitors to the school, such as the police and fire services, help to increase the pupils' knowledge of public institutions. A programme of Wednesday lectures offers further interaction with the community, with visitors such as a town crier. The school provides opportunities for local sports clubs to have access to its facilities, and activity camps are a feature of the holidays. These provide excellent occasions for children not attending the school also to benefit from its outstanding sporting facilities. Adult groups also make use of the buildings and grounds, and, in doing so, help to raise money for charity.
- 3.18 The school meets the regulatory requirements for the provision of information and the manner in which complaints are to be handled [Standards 6 and 7].

### **The Quality of Boarding Education**

- 3.19 The quality of boarding education is outstanding. It has improved from the good standards noted at the time of the last inspection. The boarders enjoy living at school and are very positive about their boarding experience, enjoying the social aspects and the family atmosphere. The school's aim to develop a caring and tolerant spirit in the boarding community is successfully upheld in that the boarders are happy and very secure in their relationships, both with each other and with the boarding staff.
- 3.20 The homely and supportive ethos of the boarding arrangements safeguards and promotes pupils' welfare. Should they have concerns, boarders feel confident that they are able to discuss them with medical staff, the newly appointed house parents or other members of the boarding team. They also have ready access to a telephone. The confidential 'suggestions box' lodged in the common room offers a ready means of suggesting improvements to the boarding experience. The leadership of the boarding community is strong and clear, giving direction and support to boarding staff. This enables them to provide a consistent and effective level of care, which is very much appreciated by the boarders and their parents. Medical arrangements are well ordered and efficient records are kept. As well as eating lunch and supper with the day pupils, boarders also have a nutritious breakfast in the school dining room.

- 3.21 Newly established routines mean that the boarders have full access to the widening range of activities after the day pupils go home. They are able to use many of the school's facilities including the sports hall, sports pitches and ICT suite, whilst also having the opportunity to relax in the newly re-designed common room, which features a TV, DVD player, games console and an air hockey table.
- 3.22 The boarding accommodation is good, with small, well-appointed and comfortable dormitories, whilst the common room provides space for recreational and quiet use. The toilet, showering and washing facilities are suitable. The quality of the boarding experience clearly supports the pupils' education and development, and prepares them well for transfer to senior boarding schools.

## **4. THE EFFECTIVENESS OF GOVERNANCE AND MANAGEMENT**

### **The Quality of Governance**

- 4.1 Overall, the governance of the school is satisfactory. Governors have very good oversight of financial management and have provided facilities of high quality throughout the school, including in the EYFS. However, they have provided little stimulus for educational improvement, and insufficient attention has been paid to maintaining a complete central register of all who work at the school, or to ensuring that proper checks have been made on staff and governors before they take up their appointments.
- 4.2 Governors strongly support the aims of the school to provide an all-round education of high quality. Full governors' meetings, held each term, are guided by the finance and special purposes committee, which meets before each of these, enabling consideration to be given, particularly to financial matters and risk analysis. However, this risk analysis has not included compliance with regulations in respect of recruitment checks.
- 4.3 The governing body helpfully includes members with a wide spread of expertise. Strong financial management and development planning have resulted in the provision of a high standard of facilities that have been considerably augmented since the last inspection. Governors' meetings are recorded in detail.
- 4.4 The heads, to whom governors delegate educational planning, prepare a wide-ranging report in advance of each full meeting of the governors, to inform their discussion. Governors support the special events in the school calendar, such as the carol service and speech day, but most of them lack regular contact with the pupils and staff. This weakens the effectiveness of the board. Few opportunities are created for input from other members of the senior management team, or for the monitoring of standards throughout the school.
- 4.5 Most aspects of the health and safety of the pupils are well considered, and governors have appointed one of their colleagues to focus particularly on this area. However, governors have not paid enough attention to safeguarding procedures, or to recording the checks that are made, in respect of checking the suitability of staff and governors before they are appointed. An induction process for new members of the board has been established, although it has not covered all aspects of governors' responsibilities. Some governors have attended training opportunities, particularly with regard to charity law.

### **The Quality of Leadership and Management**

- 4.6 The leadership and management of the school are satisfactory, but with important limitations. Elements of clear and strong vision are evident; the strength of the pastoral care and the success of the building programme are testament to the excellent leadership vision in these areas. The EYFS is led well. However, the bursarial team has not followed its own policy for the recruitment of staff, and the lack of a cohesive management team lessens the overall effectiveness of leadership and management. The school meets its aim of providing a good education of considerable breadth.
- 4.7 The director of studies and the heads of the different sections of the school work effectively, but they lack the opportunity to meet together with the heads. The separate meetings currently convened do not facilitate the free exchange of views or a feeling of shared leadership.

- 4.8 Good progress has been made since the last inspection in developing a comprehensive system of assessment which can be fully utilised by staff. However, this does not yet achieve consistent attention to assessment for learning.
- 4.9 Appropriate policies and procedures have been established for most aspects of the life of the school. The process of self-evaluation is in the early stages of development, both in the EYFS and in the other sections of the school. The monitoring of standards, and sharing of good practice, are uneven, but are well established in the Pre Prep.
- 4.10 Management has been successful in building a staff team of high quality and in fostering a sense of community. Staff are committed to the school and are proud of the pupils' achievements. The biennial appraisal process has recently been revised and new members of staff are appraised promptly and thoroughly. The programme of in-service training is designed to link with the appraisal system and addresses whole-school issues as well as offering specialist courses. Although the school's own child protection policy outlines the necessary checks to be made on all staff before they take up their appointments, to ensure that they are suitable to work with children, this policy has not been followed in all cases, both with regard to teaching and support staff.
- 4.11 The environment for learning is outstanding. The programme of refurbishment and new building has been successfully implemented, enhancing all aspects of teaching and learning. Innovative features, such as the development of the farm, widen the experiences available to pupils.
- 4.12 Office staff are helpful and friendly; they maintain good communication with parents, staff and pupils. Catering is well organised. Maintenance, grounds staff and cleaners all take great pride in their work. Pupils and adults work harmoniously and show mutual respect.
- 4.13 The school does not meet the regulatory requirements for the suitability of proprietors and staff [Standard 4]. In order to meet all the requirements, the school must:
- (a) ensure that in future all necessary checks are made on staff and governors before they take up their appointments, and that the centralised register meets requirements [Regulations 4.(2)(b), 4A.(3)(a), 4B.(4)(a) and (b), 4B.(5), 4C.(2)(d) and (e), 4C.(3) and (7)].
- 4.14 The school meets the regulatory requirements for premises and accommodation [Standard 5].

## 5. CONCLUSIONS AND NEXT STEPS

### Overall Conclusions

- 5.1 The school provides an enjoyable and wide-ranging experience for the pupils, and offers outstanding provision for children in the EYFS. At each stage pupils are equipped well for the next stage of their education. They benefit from the extensive opportunities to pursue activities to a high level. Their attainment in class is good and they work conscientiously. They are particularly successful in sport, with both teams and individuals achieving notable successes. Their spiritual, moral, social and cultural development and awareness are outstanding. Behaviour around the school, as well as in lessons, is excellent. Pupils, including those with LDD, are taught well. Although the system of setting in some subjects provides opportunities for higher achieving pupils to work at a faster rate, and to a more advanced level, at other times they are not fully challenged. Assessment of pupils' progress is well organised throughout the school, although the process of giving guidance for improvement is under-developed. The pastoral care of the pupils is outstanding and detailed arrangements are made to ensure their welfare. However, the process for conducting appointment checks is unsatisfactory. Parents are provided with good information and opportunities to discuss their children's work, but have no ready forum for the exchange of views. The school has built good links with the local and wider communities. Relationships within boarding are excellent, as they are throughout the whole school, and boarders gain useful experience in a familiar atmosphere before moving on to their senior schools. Governors are not sufficiently aware of all their legal responsibilities relating to safeguarding children, but their financial management is strong, and the programme of facilities development has been extremely well implemented. However, governors do not have clear insight into the working of the school and are therefore unable to provide sufficient stimulus for growth and improvement. The leadership and management of the school are uneven and the management arrangements are not fully effective. The leadership of the development programme and that of the pastoral care of pupils are outstanding. Procedures for the checking of staff are not always timely or thorough. All members of the school community benefit from the high quality of the natural and built environment. Pupils enjoy their school life and are full of praise for the help, support and encouragement they receive from their teachers and other adults.
- 5.2 Since the last inspection, excellent evaluation of the facilities has been undertaken, and an extensive buildings development programme has been implemented. The facilities for music, science and ICT have been much improved, and the theatre provides excellent accommodation for performances as well as for assemblies. The new sports hall offers outstanding opportunities for a range of sports. The quality of teaching has become more consistent and the pastoral care of the pupils is now outstanding. The recommendation in the last report that assessment data should be collated more effectively has been fulfilled, and it is now readily available for use by staff. Marking, which was judged inconsistent at the previous inspection, still does not always conform to the marking policy.
- 5.3 The school complies with most of the regulatory requirements, but does not at present meet Standards 3 (welfare, health and safety of pupils) or Standard 4 (suitability of staff, supply staff and proprietors), because of the deficiencies in making and recording appropriate checks.

## Next Steps

- 5.4 The school has many strengths, but also significant areas for improvement. In order to move forward it should consider the following points:
1. ensure that governors are fully aware of their responsibilities and are more closely involved in the life and work of the school, so that they can provide challenge and stimulus for improvement;
  2. strengthen management by reviewing the arrangements to facilitate shared leadership;
  3. develop further the use of assessment information, particularly with regard to providing consistent challenge for the most able pupils, and ensure that teachers' marking is effectively monitored.
- 5.5 In order to meet all the regulatory requirements, the school must:
- (1) ensure that in future all necessary checks are made on staff and governors before they take up their appointments, and that the centralised register meets requirements [Regulations 4.(2)(b), 4A.(3)(a), 4B.(4)(a) and (b), 4B.(5), 4C.(2)(d) and (e), 4C.(3) and (7) and, for the same reason, 3.(2)(b)].
- 5.6 Any failures to meet EYFS requirements are detailed in Section 7.

## **6. SUMMARY OF INSPECTION EVIDENCE**

- 6.1 The inspection was carried out from 28<sup>th</sup> September to 1<sup>st</sup> October 2009. The inspectors examined samples of pupils' work, observed lessons and conducted formal interviews with pupils. They held discussions with teaching and non-teaching staff and with governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited the boarding house and the medical room. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined a range of documentation made available by the school.
- 6.2 The Early Years Foundation Stage was inspected on 21<sup>st</sup> and 22<sup>nd</sup> September 2009 by two inspectors. The inspectors observed sessions, talked to the children, examined samples of work, and held discussions with staff and a governor. Comments from parents and carers were considered, and the inspectors examined a range of documentation made available by the school.
- 6.3 National Minimum Boarding Standards were inspected by an Ofsted inspector over two days.

### **List of Inspectors**

Mrs Elisabeth Mimpriss	Reporting Inspector
Mr Stephen Greenish	Head, IAPS school
Mrs Susan Hunter	Head of Department, IAPS school
Mrs Jennifer Morgan	Director of Studies, GSA school
Mr David Williams	Head, IAPS school
Mrs Linda Hudson	Early Years Lead Inspector
Mrs Sally Gray	Early Years Team Inspector

## **7. THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE (EYFS)**

- 7.1 Edgeborough School is an independent co-educational boarding school set in extensive grounds which caters for children aged from two to thirteen years. The setting registered with Ofsted in 2006. The Nursery is housed in a separate building within the grounds of the school and the Reception classes form part of the Pre Prep department in a building next door. Both groups have immediate access to safe, enclosed play areas. The Nursery is open five days a week during term time and children can attend a variety of morning or full day sessions. Children in Reception attend full-time. The eleven adults deployed in the setting have teaching or relevant Early Years qualifications. At the time of the inspection, there were 28 children on roll in Reception and 42 on roll in the Nursery.
- 7.2 The Early Years Foundation Stage is outstandingly effective. Early Years Foundation Stage Profiles indicate at least a good and, in many cases, a very good level of attainment, and those requiring extra help are well supported. Links with parents and carers, and with the wider world are strong, and parents are kept well informed of their children's progress which ensures that the needs of the children are well met. The Nursery leader and the Reception leader have an accurate understanding of the strengths and weaknesses of the provision, and have a clear vision for further improvement.
- 7.3 The leadership and management are good with some outstanding features. The maintenance of records, policies and procedures, including the vetting and suitability of teachers and assistants in the EYFS, is excellent. The well-being of the children is enhanced by very good organisation and comprehensive risk assessments. There is excellent collaborative working between staff in the Nursery and similarly in the Reception classes but there is little opportunity for professional contact between the two departments. The leaders of the two groups are focused on the welfare and the progress in the learning and development of all children, and the very effective links with parents and carers ensure that any issues or concerns are addressed. The overwhelming majority of parents who responded to the pre-inspection questionnaire are extremely happy with all aspects of their children's education and welfare. Rooms and outdoor areas are clean, well maintained and well resourced. Resources are deployed well but scope for access to the outdoor area for all areas of learning and child-initiated activities is limited. The school is aware that a more effective system of self-evaluation across the EYFS would strengthen the leadership of the setting. There are no breaches of specific requirements.
- 7.4 The adults in the setting are highly effective in their support of learning and development due to very good planning and organisation within a welcoming and stimulating environment that meets the needs of all children. Each child is provided with opportunities for rich, varied and challenging experiences within a broad and balanced curriculum. High quality observations for assessment are used very effectively to guide planning. Teachers and practitioners are highly committed and enthusiastic. They have a sound knowledge of the learning and development requirements of all the children and demonstrate a full understanding of how children learn and progress. The highest priority is given to safeguarding all children, and their health and well-being are significantly enhanced by highly consistent implementation of policies, procedures and practice. The provision of healthy lunches and snacks, and good hygiene practice are considered a priority. The practitioners are highly skilled in their management of the children and their behaviour. The provision is outstanding.

- 7.5 The overall outcome for the children is outstanding. They are happy, motivated and eager to attend. Nearly all the children are working securely within the Early Learning Goals and many are reaching a good or very good level of overall achievement. They demonstrate a very good understanding of how to keep themselves safe and healthy, are articulate and confident, offer ideas and respond with enthusiasm to all adults in the setting. The children are imaginative and curious, and show interest in a broad range of activities. They show outstanding levels of independence and concentration, and demonstrate exceptionally positive behaviour. Relationships are very strong at all levels, children respect each other's differences, and many excellent examples of sharing in their play and learning were observed.

### **What the Setting Should Do to Improve**

- 7.6 To improve further its high quality, the setting should:
1. plan for continuous provision of outdoor learning.
- 7.7 The school's registered provision for childcare meets the requirements of the Early Years Foundation Stage and the Childcare Act 2006.

### **Complaints Since the Last Inspection**

- 7.8 Since the last inspection, there have been no complaints made to Ofsted.