



INDEPENDENT SCHOOLS INSPECTORATE

EDGEBOROUGH SCHOOL

**BOARDING WELFARE
INTERMEDIATE INSPECTION**

INDEPENDENT SCHOOLS INSPECTORATE

Edgeborough School

Full Name of School	Edgeborough School
DfE Number	936/6037
Registered Charity Number	312051
Address	Edgeborough School Edgeborough Frensham Farnham Surrey GU10 3AH
Telephone	01252 792495
Fax Number	01252 795156
Email Address	hm@edgeborough.co.uk
Head	Mr Chris Davies
Chair of Governors	Mrs Pat Fulker
Age Range	2 to 13
Total Number of Pupils	278
Gender of Pupils	Mixed (163 boys; 115 girls)
Numbers by Age	2-5 (EYFS): 58 5-11: 169 11-13 51
Number of Day Pupils	Total: 232
Number of Boarders	Total: 46 Weekly: 4 Occasional: 42
Inspection Dates	13 Oct to 15 Oct 2015

PREFACE

This inspection report follows the *ISI schedule* for intermediate inspections, focusing primarily on compliance with the National Minimum Standards for Boarding Schools (NMS). The inspection occurs over a period of two and a half continuous days in the school.

The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) Regulations 2014, as amended. This inspection focuses on the school's compliance with the National Minimum Standards for Boarding Schools. It comments on the progress made by the school in meeting the recommendations set out in the most recent statutory boarding inspection.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, although inspectors comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include:

- (i) an exhaustive health and safety audit
- (ii) an in-depth examination of the structural condition of the school, its services or other physical features
- (iii) an investigation of the financial viability of the school or its accounting procedures
- (iv) an in-depth investigation of the school's compliance with employment law.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to in the published report but will have been considered by the team in reaching their judgement.

INSPECTION EVIDENCE

The inspectors conducted formal interviews with boarders, held discussions with senior members of staff and with the chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period and attended registration sessions. Inspectors visited the boarding house and the facilities for sick or injured pupils. The responses of parents and boarding pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Mrs Bridget Windley

Reporting Inspector

Mr Lawrence Groves

Team Inspector for Boarding (Head, ISA school)

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Edgeborough School is a co-educational day and boarding preparatory school for pupils between the ages of two and thirteen. It is situated in and around a Victorian country house near Frensham, in Surrey. Originally founded in 1906 as a privately owned preparatory school for boys, it became an educational charitable trust in 1965. The school became co-educational in 1992, when the Nursery and pre-preparatory departments opened. Currently, 11 trustees form the board of governors and oversee the management of the school.
- 1.2 The outdoor areas provide facilities for sports and games, and include artificial grass pitches, an open-air swimming pool, a golf course, adventure playgrounds and nature trails. Since the previous inspection, a new chair of governors and boarding house parents have been appointed.
- 1.3 At the time of the inspection, the total number of pupils was 278. Opportunities exist for pupils from Year 4 to board from Monday to Thursday on a weekly basis or for occasional nights. At the time of the inspection, there were 4 weekly boarders and 42 occasional boarders. The school has identified 47 pupils as having special educational needs and/or disabilities (SEND), and 4 pupils speak English as an additional language. No pupil has an education, health and care plan or statement of special educational needs funded by the local authority. Almost all of the boarders are of white British origin. Boarders belong to families with professional and business backgrounds and most live within the local area.
- 1.4 The school aims to provide an excellent holistic education for boarders and day pupils within a relaxed but structured house framework. It seeks to enable pupils to develop academically, socially, spiritually and emotionally in a homely and friendly environment, where mutual trust and respect between pupils and staff are the fundamental guiding principles.
- 1.5 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. SUMMARY

(i) Compliance with regulatory requirements

2.1 The school meets all the National Minimum Standards for Boarding Schools 2015.

(ii) Recommendations for further improvement

2.2 The school is advised to make the following improvements.

1. Formalise the system for self-assessment of the boarding provision against the requirements of the National Minimum Standards.
2. Prioritise the refurbishment of the sports changing room showers.

(iii) Progress since the previous inspection

2.3 The previous boarding welfare inspection was undertaken by ISI in October 2012. The quality of boarding was judged to be excellent. No recommendations were made in relation to boarding welfare provision.

3. COMPLIANCE WITH NATIONAL MINIMUM STANDARDS

3.(a) Boarding provision and care

- 3.1 The school meets all of the NMS under this section.
- 3.2 Before arrival, new boarders are sent a comprehensive handbook. They are paired up with a friend on their trial day and also given a separate boarding 'buddy'. Weekly boarders have a boarding tutor whom they meet once a week to discuss pastoral issues. In the pre-inspection questionnaire responses, and in discussions, boarders all felt that they have a supportive group of adults to whom they can turn. Contact details for the independent listener and relevant helplines are prominently displayed on the house notice boards. [NMS 2]
- 3.3 The school has suitable policies for the care of boarders who are unwell. These are implemented effectively to provide for the boarders' physical, mental and emotional well-being, and ensure that all medical needs are met. Arrangements for first aid, care of boarders with chronic conditions and dealing with medical conditions are clear. The surgery, overseen by a full-time matron, is well equipped, and records of medical care and the dispensing of medicines are maintained carefully. Prescribed medicines and household remedies are carefully managed and stored securely, and clear procedures for their administration are followed. The school has adequate isolation arrangements, including bathroom facilities, for boarders who are sick or injured, although most return home in these circumstances. Suitable access to specialist services is provided and there is a contingency for boarders to be assessed as being competent to self-medicate. Pupil information is held in confidence and boarders' rights are fully respected. [NMS 3]
- 3.4 Boarders have frequent opportunities to contact their families by email and video messaging, and house telephones, which they can use in private. The school monitors the boarders' use of electronic equipment and ensures that appropriate safeguards are in place. [NMS 4]
- 3.5 The accommodation comprises one boarding house, with the girls and boys separated on different floors. All rooms are appropriately lit, heated and ventilated. There is a communal room for socialising and relaxing. Boarders can complete work in school or in a dedicated room in the boarding house. A separate kitchen can be utilised for snacks in the evenings. Boarders sleep in suitably sized rooms, with appropriate furnishings and adequate space for personal belongings and clothes. Boarders can personalise their rooms with posters, photographs, soft toys and duvet covers. All washrooms are easily accessible and appropriate in number, and offer suitable privacy. The boarding house accommodation is for sole use of the boarders and protected from any unauthorised access. Security measures do not intrude on boarders' privacy. [NMS 5]
- 3.6 Nutritious food is prepared in the house in a well-equipped and hygienic kitchen. Meals, which can be tailored to suit special dietary, medical or religious needs, are balanced and nutritious. The dining room is clean and well organised. Staff record boarders' attendance at all meals and oversee what they eat. In response to the questionnaire some boarders expressed dissatisfaction with the food. This was not supported by the boarders in interviews or by inspection evidence from inspectors sampling the menus. Boarders have unlimited access to water, milk and fruit. There are currently none with disabilities that require support with eating. [NMS 8]
- 3.7 The laundering of boarders' bedding and personal clothes is carried out on site and items are returned safely to each boarder. Stationery and personal toiletries can be

acquired from the house parents. Boarders' valuables are stored in a lockable filing cabinet or safe. Official guidance is observed in the event of staff needing to search boarders' belongings. [NMS 9]

- 3.8 Throughout the week boarders enjoy a careful balance of activities and free time. Varied evening pursuits are planned well and risk assessed. These range from making cupcakes to learning circus skills. A recent addition to the boarding provision is the popular 'Friday Night Special', which includes an off-site activity followed by a house breakfast the following Saturday morning. Boarders have access to many areas within the school and grounds for playing games, computing and quiet reading. They can access world news on television. Boarders are kept occupied at all times but can opt out of school activities if they so wish. [NMS10]

3.(b) Arrangements for welfare and safeguarding

- 3.9 The school meets all of the NMS under this section.
- 3.10 Health and safety procedures are managed well and thoroughly documented. A health and safety committee meets termly to review procedures and address any issues. Suitable risk assessments cover all aspects of school life and are appropriately recorded. All boarders and parents who responded to the questionnaires felt that the school keeps boarders safe. The school premises and accommodation are generally maintained well. However, the showering facilities in the changing rooms which are used after games lessons are in need of refurbishment. The school has highlighted this in its school development plan. Suitable procedures are in place for electrical testing and plant maintenance. [NMS 6]
- 3.11 The school's fire safety policy and practice are efficiently managed. Regular fire drills, both by day and during boarding time, ensure that pupils are aware of procedures in a variety of situations. Records are kept of fire drills and the maintenance of equipment, and remedial action is taken where necessary. [NMS 7]
- 3.12 Measures to ensure safeguarding follow the current guidance and are regularly reviewed. Procedures are known to staff at all levels and are implemented consistently. Suitable induction and regular training are provided for all staff and appropriate records are kept. Those with particular responsibilities maintain close links with the local safeguarding children's board. The school governors review and ratify the child protection policy on an annual basis. [NMS 11]
- 3.13 Good behaviour is promoted through the support and guidance that boarders receive from boarding staff. Clear behaviour and anti-bullying policies outline the expectations of boarders. A few pupils commented in questionnaire responses that teachers are unfair in their use of rewards. Inspectors found no evidence to support these views, either in discussions with boarders or when scrutinising the detailed behaviour records. A separate system of behaviour management operates within the boarding house, with particular consideration given to providing positive rewards. Boarders are aware of the school ethos, and in discussions they spoke highly about the friendly environment and the mutual respect they have for each other. Misdemeanours by boarders lead to small tasks based around community service. The school has suitable policies for restraint and for searching pupils and their possessions. [NMS 12]
- 3.14 The school follows safe recruitment procedures and the central register of appointments is accurately maintained. Visitors to the school do not have access to the boarding house, except with the permission of house staff and under

supervision. Residents on the premises who are over the age of 16 and are not employed by the school have the relevant checks and have signed agreements about their terms of residence. The school does not appoint guardians. [NMS 14]

3.(c) Leadership and management of the boarding provision

- 3.15 The school meets all of the NMS under this section.
- 3.16 A statement of boarding principles is displayed on the house notice board and is available to parents in the boarding handbooks. These principles are accurately reflected in current practice. In response to the questionnaire, parents were overwhelmingly positive about all aspects of the support and care provided for boarders. [NMS 1]
- 3.17 Governors are responsive to the needs of boarding and they ensure that leadership and management are effective in actively promoting the well-being of the boarders. A new boarding governor has recently been appointed to monitor the boarding and welfare provision. Clear leadership and management of boarding are provided by members of a newly appointed boarding team, who all have the necessary skills and experience to fulfil their responsibilities effectively. Weekly meetings of those involved in boarding ensure that information is shared and day-to-day concerns are immediately forwarded to the appropriate teacher. The required boarding records and policies are maintained and monitored, with action taken as appropriate. However, the current self-evaluation of boarding practice is not clearly matched against the requirements of the NMS and it lacks sufficient detail. [NMS 13]
- 3.18 Job descriptions detail roles and responsibilities for all boarding staff, including spouses, and all receive appropriate induction and appraisal. Supervision of boarders is suitable, and the publication of the staff duty rota means that all boarders know which qualified member of staff is in charge of them. Boarding staff live adjacent to the boarding accommodation and boarders know how to contact them at night should the need arise. Staff accommodation is suitable; this is not accessed by boarders. Staff know the whereabouts of pupils at all times and effective procedures are in place in the event of a missing boarder. [NMS 15]
- 3.19 All boarders are treated equally, with due respect for religious and cultural backgrounds and dietary needs. Those with particular pastoral needs receive appropriate care and support to enable them to participate in school life. [NMS 16]
- 3.20 In response to the questionnaire a very small minority of boarders indicated that their opinions are not asked for or responded to. Inspectors found no evidence to support this view. Boarders' opinions are gathered through various school councils and a suggestion box. The purchase of new silent clocks for the dormitories was a direct result of a request from the boarding council. Boarders are not penalised for raising a concern or making a complaint in good faith. [NMS 17]
- 3.21 A complaints policy is available for all parents. Records show that formal complaints, including those relating to boarding, are handled in line with the school's published procedures. Many concerns regarding boarding are dealt with informally by house staff. [NMS 18]
- 3.22 Four boarding captains are appointed to assist the house staff and help the younger boarders. They can recommend rewards, but they are clear about the limits of their role. In discussions, boarders commented on how grateful they are for the help and kindness of these captains. [NMS 19]
- 3.23 The school does not arrange long-stay lodgings for pupils. [NMS 20]