



INDEPENDENT SCHOOLS INSPECTORATE

**INTEGRATED INSPECTION
EASTBOURNE COLLEGE**

INDEPENDENT SCHOOLS INSPECTORATE

Eastbourne College

Full Name of School	Eastbourne College
DfE Number	845/6014
Registered Charity Number	307071
Address	Eastbourne College Headmaster's House Old Wish Road Eastbourne East Sussex BN21 4JX
Telephone Number	01323 452300
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Email Address	reception@eastbourne-college.co.uk
Headmaster	Mr Simon Davies
Chair of Governors	General Sir Kevin O'Donoghue
Age Range	13 to 18
Total Number of Pupils	636
Gender of Pupils	Mixed (361 boys; 275 girls)
Number of Day Pupils	Total: 337
Number of Boarders	Total: 299
Inspection Dates	23 Sep 2014 to 26 Sep 2014

PREFACE

This inspection report follows the *ISI schedule*, which occupies a period of four continuous days in the school. The previous ISI inspection was in September 2008.

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) (England) Regulations 2010, as amended. The range of these Regulations, which replace those first introduced on 1 September 2003, can be viewed on the website www.legislation.gov.uk. Additionally, inspections will consider the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment introduced by the School Standards and Framework Act 1998.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

This inspection contains specific judgements on 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 and evaluates the quality of the boarding experience and its contribution to pupils' education, personal development and welfare. Until September 2011, Boarding inspections were carried out by the Office for Standards in Education (Ofsted), Children's Services and Skills.

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 judgements.

Both Ofsted and ISI inspect and report on the Independent School Standards Regulations. However, they apply different frameworks and have different criteria for judging school quality that are suited to the different types of schools they inspect. Both use a four point scale when making judgements of quality but, whilst the ISI terminology reflects quality judgements that are at least equivalent to those used by Ofsted, they also reflect the differences in approach. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement on each aspect of the school's work at the beginning of each section. **These headline statements must include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory', and where Achievement is 'exceptional' that term may be used for the top grade.** Elsewhere in the report, inspectors may use a range of different adjectives to make judgements. **For EYFS registered provision (for pupils aged under three), reports are required to use the same terminology ('outstanding', 'good', 'requires improvement' and 'inadequate') as Ofsted reports.**

INSPECTION EVIDENCE

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

Inspectors

Mr George Fisher	Reporting Inspector
Mrs Fiona Angel	Team Inspector (Assistant Head, HMC school)
Mr David Bell	Team Inspector (Former Headmaster, ISA school)
Mrs Jacqueline Davies	Team Inspector (Deputy Head, HMC school)
Mr Ben Edwards	Team Inspector (Head of Sixth Form, HMC school)
Miss Joanne Green	Team Inspector (Former Deputy Head, GSA school)
Dr John Guntrip	Team Inspector (Deputy Head, HMC school)
Mrs Fiona McGill	Team Inspector (Former Deputy Head, GSA school)
Mr Clive Thorpe	Team Inspector (Assistant Head, HMC school)
Mrs Pamela Leech	Co-ordinating Inspector for Boarding
Mr Keith Metcalfe	Team Inspector for Boarding (House Master, HMC school)

CONTENTS

	Page
1 THE CHARACTERISTICS OF THE SCHOOL	1
2 THE SUCCESS OF THE SCHOOL	2
(a) Main findings	2
(b) Action points	3
(i) Compliance with regulatory requirements	3
(ii) Recommendations for further improvement	3
3 THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS	4
(a) The quality of the pupils' achievements and learning	4
(b) The contribution of curricular and extra-curricular provision (including community links of benefit to pupils)	5
(c) The contribution of teaching	6
4 THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT	8
(a) The spiritual, moral, social and cultural development of the pupils	8
(b) The contribution of arrangements for pastoral care	9
(c) The contribution of arrangements for welfare, health and safety	9
(d) The quality of boarding	10
5 THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT	13
(a) The quality of governance	13
(b) The quality of leadership and management, including links with parents, carers and guardians	13

1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Eastbourne College is a boarding and day school for pupils aged between 13 and 18. Situated in a residential district in the town of Eastbourne, East Sussex, it was founded as a boys' school in 1867, admitting girls into the sixth form in 1969, before becoming fully co-educational in 1995. The school is affiliated to the Church of England but is open to pupils of all faiths and those with none.
- 1.2 The school's primary aim is to provide a broad and holistic education which enables pupils to lead happy, positive and fulfilled lives, with an explicit emphasis on the development of specific values, including integrity, kindness and courtesy. Furthermore, the school seeks to develop an appreciation of the value of learning as a means to achieving academic excellence. The school has a board of governors, the Council, which is responsible for the running of Eastbourne College and of St Andrew's Preparatory School, which was amalgamated into the Eastbourne College Charity in 2010.
- 1.3 Since the previous inspection, the structure of the school day has been changed to 55 minute lessons within a two-week cycle. The Birley Centre, which acts as a focus for the development of the creative arts, was opened in 2011 followed by a new day house for girls in September 2014.
- 1.4 The number of pupils on roll is 636 of whom 299 are boarders and 337 are day pupils. There are 361 boys and 275 girls, with 277 pupils in the sixth form. The majority of pupils enter the school in Year 9 at the age of thirteen, but the school also admits a significant number of pupils into Year 10 and into the sixth form. Boarders are accommodated in houses, three for boys and two for girls. Day pupils are also allocated to houses, three each for boys and for girls.
- 1.5 The ability profile of the senior school is above the national average with most pupils having ability that is at least above average, and few having below average ability. Around one pupil in seven comes from an ethnic minority, where no group predominates; the vast majority of pupils are of white British origin. A small proportion of the boarders, around one in five, are foreign nationals. Pupils come almost entirely from professional backgrounds.
- 1.6 Fifty-one pupils have been identified as having special educational needs and/or disabilities (SEND) of whom thirty-nine receive specialist one-to-one tuition. Most of these pupils require help to overcome literacy difficulties, including dyslexia. Four pupils require some additional support in mathematics. No pupil has a statement of special educational needs. The school has 91 pupils who speak English as an additional language (EAL). Of these, 43 receive additional support from the school.
- 1.7 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 Eastbourne College is highly successful in meeting its primary aim, namely to provide a broad and holistic education which prepares pupils to lead happy, positive and fulfilled lives. The pupils' overall achievement is excellent, as demonstrated by their high levels of performance in public examinations and within lessons and extra-curricular activities. Pupils, including those with SEND, EAL and the most able, make excellent progress overall. The curriculum is wide-ranging and well balanced and offers choice and challenge, including within the sixth form. It fully meets the needs of the pupils and is enriched by a wide range of societies and clubs, including excellent provision for the creative arts. There is an extensive extra-curricular provision which provides for all tastes. There are high levels of participation in the combined cadet force (CCF) and The Duke of Edinburgh's Award (DofE), both of which provide effective links with the local community.
- 2.2 Pupils demonstrate excellent learning qualities. They are willing, enthusiastic and make good listeners. Written work is both well presented and organised, and they show creativity and imagination. Research skills and independent thinking are evident, particularly amongst older pupils, but are not yet fully developed. The quality of teaching is excellent and has improved since the previous inspection. It is characterised by careful planning, energy and enthusiasm, and a strong rapport between teachers and pupils. Sometimes the teaching methods used are too prescriptive and provide insufficient challenge, thus limiting the progress made within lessons. Assessment methods are largely effective and thorough, and pupils value the constructive feedback which they receive.
- 2.3 Pupils' personal development is excellent. Both boarding and day houses provide a stable and supportive environment and house staff are central to the evident sense of enjoyment which the pupils show. Pupils are friendly, happy and open in their relations with one another and with staff. The quality of boarding provision and care is excellent, and healthy living is successfully promoted for all pupils. Arrangements for welfare, health and safety are good. Safeguarding the welfare of pupils is of paramount concern to the school and when it was identified that, in a small number of cases, not all of the necessary pre-appointment checks on staff had been correctly recorded, the school was quick to take remedial action.
- 2.4 Governance is good and there is strong and far-sighted financial management. Governors maintain a clear, strategic role in shaping the development of the school, and meet their responsibilities in ensuring the safeguarding of pupils. However, governors' oversight of the recording of recruitment checks has not been sufficiently rigorous. Governors feel welcome within the school and they are supportive of school events. Leadership and management are excellent; senior leadership is particularly strong and is supported by effective middle management. However, some monitoring is insufficiently rigorous, including the entering of pre-appointment checks on staff. Links with parents are outstanding and their endorsement of the school and its values was evident in the exceptionally positive responses to the parental questionnaires.

2.(b) Action points

(i) Compliance with regulatory requirements

- 2.5 The school meets all the requirements of the Independent School Standards Regulations 2010.
- 2.6 The school meets all the National Minimum Standards for Boarding Schools 2013.

(ii) Recommendations for further improvement

- 2.7 The school is advised to make the following improvements.
1. Strengthen the demands of all teaching to match the challenge of the best.
 2. Ensure effective monitoring by managers across all areas of the school's operation.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

3.(a) The quality of the pupils' achievements and learning

- 3.1 The quality of pupils' achievements and learning is excellent.
- 3.2 Pupils receive a high quality of education in accordance with the school's aims to provide a broad and holistic education whereby pupils develop strong values, academic excellence and an appreciation of the value of learning.
- 3.3 Pupils demonstrate strong subject knowledge, skills and understanding. They show well-developed reasoning skills and are confident when explaining their work and ideas, or in challenging the views of others. They also demonstrate strong speaking, reading and writing skills, and are highly articulate when discussing their work. They can think logically and apply mathematics confidently, for example within physics. Levels of creativity are high, as shown in music and art. Pupils are effective at using information and communication technology and highly-developed practical skills were observed in design technology (DT) and science. Pupils participate successfully in a wide range of sports, reflecting their high levels of achievement in physical activity.
- 3.4 Pupils throughout the school achieve individual recognition, for example in poetry competitions, and in mathematics and chemistry Olympiads. In the creative arts a large number of pupils have achieved success, ranging from Associated Board of the Royal Schools of Music examinations to drama productions and awards for craftsmanship and textiles. Several Arkwright Scholarships have been awarded for engineering. In sport, several pupils have gained national recognition, and the school's rugby, cricket and hockey teams have been successful at county, regional and national level. Large numbers of pupils gain recognition through the DoE scheme, including at gold level. The CCF has a thriving and successful army section as well as smaller navy and air-force contingents.
- 3.5 The most recent period for which comparative data is available covers the three years 2011 to 2013. Results at GCSE have been above the national average for maintained schools, and similar to the national average for maintained selective schools. Results in IGCSE subjects have been higher than worldwide norms. A-level results have been well above the national average for maintained schools, and above the national average for maintained selective schools. The proportion of the highest grades remained the same in 2014 with around 60% of pupils gaining grades A* or A at GCSE level and 80% gaining grades A*, A or B at A level.
- 3.6 Inspection evidence shows that there is little difference between the performance of girls and boys. Progress is good in relation to the average for pupils of similar ability, as confirmed by statistical measures of progress used at GCSE. Pupils with SEND and EAL make strong progress, often with regard to enhanced literacy and subject-specific skills. Other pupils, including the most able, make good progress. The vast majority of sixth formers progress to the higher education institution of their first choice with many pupils gaining places at the more selective universities.
- 3.7 Pupils' attitudes to work and activities are willing and enthusiastic. They work effectively either individually or collaboratively, where they enjoy sparking ideas off each other. They ask thought-provoking questions as well as forming coherent arguments. Pupils listen attentively and the majority are highly focused, although occasionally a few are slow to settle. Work is well presented and pupils take pride in

its appearance; they are well organised. Pupils demonstrate an ability to work independently and show initiative when given the chance to do so.

3.(b) The contribution of curricular and extra-curricular provision

- 3.8 The contribution of curricular and extra-curricular provision is excellent.
- 3.9 The curriculum supports fully the school's aim of giving all pupils the opportunity to fulfil their potential. It is wide-ranging and enables pupils to study a broad range of subjects, encourages the pursuit of excellence and gives pupils access to an extensive extra-curricular programme.
- 3.10 Since the previous inspection, the school has completed a detailed review of its curriculum, building on its commitment to allow day pupils to experience many of the benefits of the boarding experience. The successful restructuring of the school day has given day pupils valuable flexibility with regards to study time in the evening. Dance has been added as a GCSE option, thereby enhancing provision for the creative arts, and an increasing number of pupils are taking the Extended Project Qualification (EPQ), giving further opportunity for pupils to develop their research skills. Philosophy and ethics has been a popular addition at A level.
- 3.11 The Year 9 curriculum has been modified to allow extended lessons for DT, art and drama, thereby promoting pupils' creativity. The innovative languages enrichment programme offers the more able linguists the opportunity to study three modern foreign languages and also enables pupils with SEND and EAL to access all areas of the curriculum.
- 3.12 In Years 10 and 11 the core subjects are complemented by a wide range of options which now includes computing. Pupils' choice has been enhanced through French becoming an optional modern language alongside German and Spanish. Within the sixth form, pupils can extend the challenge posed by A-level study through a general studies programme, the EPQ or the European Computer Driving Licence scheme.
- 3.13 The demands of the curriculum are adjusted to meet the needs of individual pupils. Provision is made for either a reduced or an enhanced programme according to each pupil's ability. This approach is particularly beneficial to pupils with SEND and EAL, where there is also a strong level of specialist support. Flexibility in the timetabling process allows pupils to take almost any combination of subjects at GCSE and A levels, ensuring that pupils' programmes of studies are appropriate to their individual needs and aspirations. Pupils comment that they are given good advice prior to choosing their GCSE and A-level subjects.
- 3.14 Provision for the most able pupils is strong; for example, an accelerated programme enables them to study GCSEs in both Latin and Classical Greek in Years 10 and 11 and the top mathematics set are entered for IGCSE at the end of Year 10. Academic societies and groups give scholars the opportunity to further develop their intellectual curiosity. Setting is used effectively in several subjects, allowing groups to work at a suitable pace or to study different topics.
- 3.15 There is an extensive and highly effective personal, social and health education (PSHE) programme for Years 9 to 11 which also includes a course on learning and thinking skills. In the sixth form there is a strong focus on careers and preparation for the university application process, something which is highly valued by pupils.

- 3.16 The extensive extra-curricular activities programme further enhances the pupils' educational experience. The wide range of activities caters for all tastes, and pupils are able to suggest additional activities for the school to provide. Valuable links with the community are formed through the Service at School programme in the sixth form whereby pupils can work in a charity shop or help older members of the community. The CCF and DoE also provide effective and extensive opportunities for developing links with the local community.

3.(c) The contribution of teaching

- 3.17 The contribution of teaching is excellent.
- 3.18 Teaching is highly effective in promoting pupils' progress and in fulfilling the school's mission statement of providing the best possible education for boys and girls. It enables pupils to be well prepared for public examinations as well as developing thinking and learning skills, ensuring that all pupils make good progress.
- 3.19 Teaching is characterised by detailed planning and it builds carefully on prior learning. School documentation shows clearly where individual lessons fit into longer-term plans. There is a clear understanding of the needs of individual pupils, including those with SEND and EAL. These pupils are given excellent support by specialist teachers, although subject-specific strategies are not always apparent. The most able pupils are well known to staff, but teaching does not always provide sufficient pace and challenge. The recommendation in the previous report is therefore not met in full.
- 3.20 Teaching makes good use of time with regular changes to the lesson activity enabling a suitable pace to be maintained. This enables pupils to consolidate their learning as well as assimilating new ideas and challenges. Many lessons conclude with helpful summaries, thereby reinforcing the key points learned.
- 3.21 A variety of teaching techniques is used, including role play, paired work and group discussion, as well as more formal approaches. The school has worked hard to develop more imaginative and varied teaching methods, including the effective use of interactive whiteboards and other computer-based, presentational techniques. The recommendation from the previous inspection is fully met.
- 3.22 In the best teaching, expectations are high, the pace is challenging and pupils are encouraged to apply their knowledge to new situations. In almost all cases teaching is characterised by good relationships with pupils, drawing out thoughtful responses through well-targeted questioning and a supportive approach. Where teaching is less successful expectations are too low and pupils are not sufficiently engaged, with limited opportunities for independent work. As a result pupils lose concentration, resulting in classroom behaviour dropping below its normal, very high standard.
- 3.23 Teaching throughout the school benefits from excellent subject knowledge and a real enthusiasm for the subject. Staff are able to encourage pupils to think and to study beyond the constraints of the examination syllabus. Pupils feel able to approach staff directly or contact them via email if they require additional support.
- 3.24 Resources for teaching are readily available, carefully prepared and of excellent quality. The Learning Resources Centre is a valuable and well-used source of advice and resource to support teaching, with a strong focus on responding to pupils' requirements. Classrooms are well equipped so that teaching can use a variety of strategies, including a "hands on" approach to bring subjects to life. The

use of subject-specific translation dictionaries aids EAL pupils in some lessons. Information communication technology was used effectively in several lessons, for example in music, DT and physics.

- 3.25 Pupils' learning is regularly assessed through homework and tests. Most marking is of high quality; it is thorough and includes constructive targets and useful advice for improvement. However, this practice is not always used consistently and sometimes pupils do not respond to the advice given. Departments adapt the school marking policy to suit their own needs, a structure which works well where pupils understand the system and teachers are careful to share marking criteria with pupils. Pupils appreciate the regular opportunities to reflect on their learning and progress and to set targets with their house tutors, using their electronic record card. This system, alongside the use of standardised data, is used effectively to track and assess performance.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

4.(a) The spiritual, moral, social and cultural development of the pupils

- 4.1 The spiritual, moral, social and cultural development of the pupils is excellent.
- 4.2 The school fulfils its stated aims to develop pupils' with pursuit of excellence and participation, integrity, kindness, courtesy and a firm appreciation that all people have the same intrinsic worth. The spiritual development of pupils is excellent. Christian values are pivotal to the ethos of the school and pupils benefit from regular worship in the school chapel, where they take an active part in the music, readings and prayers and where all faiths or none are respected. Pupils further benefit from regular chaplaincy visits to houses. Pupils explore religious and ethical issues in chapel, during religious studies lessons, and also during the life and learning skills (LLC) programme as part of PSHE. Pupils are self-aware and respectful of each other. They fully appreciate the non-material aspects of life, for example in art, music and drama.
- 4.3 Pupils' moral development is excellent. Pupils understand the difference between right and wrong and benefit greatly from the strong set of core values which the school presents as a practical code to enhance life within and beyond its community. Pupils have numerous opportunities to discuss and reflect upon moral and ethical issues. Pupils' behaviour towards one another is excellent; they are kind and courteous. Older pupils lead by example and also help younger pupils as they move through the school. Pupils understand that there are people who are less fortunate than themselves, and enthusiastically support house and school charities such as St Wilfrid's Hospice and Eastbourne College Help Overseas.
- 4.4 The social development of pupils is excellent. Pupils learn to live alongside each other in supportive house communities. Day pupils are fully integrated with boarders and this is significantly enhanced by the extended school day. International pupils are also integrated well into the community. Pupils interact well within lessons and during extra-curricular activities, for example during CCF and team games. Pupils are confident, express themselves well and are at ease with adults. In response to the pre-inspection questionnaire, a small minority of pupils indicated that there were insufficient opportunities for taking responsibility; inspection evidence from pupil interviews and school documentation, however, shows this not to be the case, with a significant number of available opportunities, for example through the prefectorial systems, mentoring schemes and the school council. Pupils interact strongly with the local community and have a strong sense of service; they learn to help the young and the older and less able-bodied via a full range of activities within the school's Service at School programme. Pupils also develop a strong awareness of political and economic institutions, and the wider society.
- 4.5 The pupils' cultural development is excellent, including a strong respect for Western cultural traditions. Pupils gain an understanding and appreciation of other cultures during lessons, within the LLC programme and also through educational and sporting trips, both at home and abroad. International pupils help to organise cultural events such as Chinese New Year and themed lunches, which are open to all pupils. Pupils fully appreciate the very extensive range of drama, music and art they experience both within and beyond the school.
- 4.6 Pupils' personal development is excellent. They are confident, respectful and reflective with a strong social awareness and a full appreciation of the wider world.

They are well prepared to lead happy, positive and fulfilled lives. Pupils are proud of their school and fully appreciate its history and beautiful surroundings.

4.(b) The contribution of arrangements for pastoral care

- 4.7 The contribution of the arrangements for pastoral care is excellent.
- 4.8 Pupils thrive in a supportive environment where good behaviour and personal achievement is celebrated and where all pupils have ready access to academic, pastoral and moral guidance. Whether day or boarding, a pupil has a base which they can call their home which provides a safe environment in which to grow. Regular formal and informal meetings between house staff, tutors and pupils and between home and school play a pivotal role in shaping the development of each pupil.
- 4.9 Relationships between staff and pupils are extremely positive and staff take an active interest in their pupils. An effective electronic tracking system flags up problems to pastoral staff immediately and leads to preventative intervention or praise, as appropriate. Relationships between year groups are very strong and pupils comment that hierarchies hardly exist.
- 4.10 Pupils have a wide choice of nutritious food and information about healthy eating is disseminated through the PSHE programme. Pupils have access to a broad range of sports and recreational activities so that regular exercise is strongly encouraged.
- 4.11 In the pre-inspection questionnaire a small minority of pupils commented that sanctions were not awarded fairly. Inspection evidence noted some minor discrepancies but sanctions are administered in line with school policy and properly recorded. A very small minority also expressed dissatisfaction at the school's management of harassment and bullying. Interviews with pupils and scrutiny of the school's documentation, did not support this view. Incidents of bullying and inappropriate behaviour are rare, but when they arise they are dealt with swiftly and effectively. Similarly, a small minority of pupils felt that the school did not listen to their views. Inspection evidence showed that the school council and recently established house councils give pupils ample opportunity to express their views, and this had led directly to changes, for example to the pupil planner and the menus in the dining hall.
- 4.12 The school has a suitable plan to improve educational access for pupils with SEND.

4.(c) The contribution of arrangements for welfare, health and safety

- 4.13 The contribution of the arrangements for welfare, health and safety is good.
- 4.14 The policy to safeguard pupils' welfare is comprehensive and accurately matches current practice. The two designated senior leaders ensure that all teaching and support staff have a thorough knowledge of their responsibilities for safeguarding, and that they have had appropriate training. There are effective links with the local authority and with a network of local independent schools. New staff receive a very high quality of safeguarding induction training. Scrutiny of documentation prior to inspection showed that the school had not been rigorous in ensuring that all pre-appointment checks on staff were correctly recorded. By the end of the inspection, the school had taken suitable steps to correct the identified shortcomings and all arrangements now comply with requirements.

- 4.15 There is a suitable health and safety policy and a highly effective school committee meets termly to review health and safety matters. Access controls to the various buildings are very thorough and help to provide a secure environment for pupils. The school is doing all it can do to minimise the risks involved in crossing the roads which border the school site.
- 4.16 The fire policy clearly defines emergency procedures; fire drills are regularly carried out, logged appropriately and any issues arising are promptly addressed. Additionally, fire and electrical equipment is systematically tested and any deficiencies are quickly remedied. Risk assessments for activities, off-site visits and for the premises are suitably detailed. Teaching staff now take far more responsibility for the management of risk than at the time of the previous inspection, thus meeting the recommendation.
- 4.17 The medical centre provides excellent care for pupils who are sick or injured, or for those who simply need a sympathetic ear. Medical records are comprehensive and accidents are appropriately reported. Medicines are stored correctly and the needs of pupils with specific conditions are also dealt with very thoroughly.
- 4.18 Admission and attendance records are correctly maintained and stored.

4.(d) The quality of boarding

- 4.19 The quality of boarding education is excellent.
- 4.20 The outcomes for boarders are excellent. Boarders develop into polite and articulate young people in the supportive and caring atmosphere of the school and their boarding houses. They are proud of their school and demonstrate great loyalty towards their houses. They enjoy relaxed and positive relationships with staff and peers in an environment where acts of kindness and courtesy are valued and common-place. Boarders are confident and self-reliant, demonstrating integrity and tolerance in their friendships and a sense of purpose in leadership roles. They are able to influence their boarding experience through the school council, the emerging house councils, the prefect system and by informal communication with the boarding staff and house tutors. Boarders form many constructive and wide-ranging friendships, promoted by the interaction between boarding and day communities. New and overseas boarders feel welcomed and are quickly integrated into the life of their houses. All are able to participate fully in house life by taking part in inter-house competitions or acting as buddies and peer counsellors. Boarders contribute to the smooth running of their houses as prefects or by undertaking daily tasks such as collecting supplies for the galley kitchens. Boarders are encouraged to be fit and healthy and many make good use of the excellent sports and music facilities of the school in addition to the extensive outdoor recreational areas. Behaviour in the houses is exemplary.
- 4.21 The quality of boarding provision and care is excellent. Houses are welcoming, comfortable and well maintained with a suitable programme for regular refurbishment. Every house has several well-stocked, galley-style kitchens and the in-house laundry provision is efficient and generous; beds are comfortable. Common rooms are attractive and provide an excellent range of leisure opportunities. Media screens present daily information for boarders as well as providing updates on world news. Most boarders have study bedrooms equipped with desks, and there are also dedicated work rooms where boarders may undertake homework and private study. Boarders have access to the internet, although

wireless provision is not of a consistently high standard within every house. Boarders may personalise their rooms. All have lockable storage facilities and may ask to lodge items in the house safes. Boarders may purchase small items from the school shop or on visits to town, in addition to the pupil-run, house tuck shops. Houses have many conveniently sited bathrooms, showers and toilets with plentiful supplies of hot water. A minority of boarders, responding to the pupils' pre-inspection questionnaire, felt that drinking water and snacks were not always available outside meal times. Inspection evidence showed that unlimited drinking water is available through all tap and fountain outlets and houses receive a generous daily provision of bread and spreads as well as twice-weekly boxes of fruit. A small minority of boarders responding to the pre-inspection questionnaire said they did not feel there were sufficient activities. Inspectors found that an excellent extra-curricular programme offers boarders a wide choice of activities in addition to organised house trips and visits.; in addition, a comprehensive weekend programmes provide many planned activities as well as allowing boarders opportunities to relax. Interviews with staff and boarders suggest that boarders do have sufficient self-directed time. Boarders may keep in touch with parents through email, internet and mobile phones.

- 4.22 New boarders benefit from a carefully planned induction programme of activities and support. Peer buddies continue to offer encouragement and help as they settle in. House noticeboards display an excellent range of useful information, including contact details for outside agencies, and boarders are fully aware of the wide range of adults to whom they can turn for advice and guidance, including a counsellor.
- 4.23 The medical centre has excellent facilities for sick boarders and dedicated rooms where boarders may receive specialist treatment, for example from visiting physiotherapists. Qualified nursing staff provide 24-hour care and doctors visit regularly. All medication is correctly stored and dispensed and appropriate parental consent is in place. Records are rigorously kept with excellent procedures for communication between the medical centre and the boarding houses. Arrangements for self-medication are appropriate and the confidentiality and rights of boarders are scrupulously maintained. A minority of boarders, in responding to the pre-inspection questionnaire, said that they were unhappy with the quality of food. Inspection evidence, including scrutiny of weekly menus and direct sampling of the provision, showed the food to be of a high quality, nutritious and plentiful and with a wide choice available. Excellent provision is made for those with special dietary, cultural and religious needs.
- 4.24 The arrangements for welfare and safeguarding of boarders are excellent. Boarders feel safe around the campus and in their houses. The school's safeguarding arrangements are rigorous and are supported by a comprehensive safeguarding policy. The anti-bullying policy is effective, resulting in an atmosphere of trust and respect within the houses. Discussions with boarders and a study of records show that any incidents of bullying are dealt with quickly and effectively. Dedicated staff work hard to build positive relationships through a careful and thoughtful system of rewards and sanctions and boarders say they are well cared for. They are confident that their concerns will be understood and dealt with appropriately. Resident staff are always available at night and may be easily contacted should boarders need assistance.
- 4.25 Thorough systems for signing in and out enable staff to be aware of boarders' whereabouts and the missing pupil policy is clear and understood by all staff. Appropriate risk assessments are in place and regular fire drills take place in

boarding time. Fire logs are thoroughly maintained and up-to-date. Fire zones, extinguishers and emergency lighting are regularly checked and centrally recorded. Highly effective procedures enable staff and parents to communicate clearly, thereby promoting the safety and welfare of boarders.

- 4.26 The leadership and management of boarding is excellent. The pastoral aims of the school now fully reflect the principles of both staff and boarders with a clear appreciation that all people have the same intrinsic worth, thereby meeting the recommendation made following the previous intermediate boarding inspection. Well-established management systems ensure consistency of provision and a high quality of care for all boarders, whilst allowing the individual identity of each house to flourish. Resident staff meet regularly to review and evaluate and develop the boarding provision to best meet the needs of boarders. This process leads to clear priorities for development. Staff benefit from regular appraisal, the professional training programme and the sharing of good practice. They feel well supported by senior management and work as a cohesive team. The comprehensive involvement of academic tutors in the boarding community further enhances the provision for boarders and excellent communication between pastoral and academic staff is highly effective in helping boarders to fulfil their potential at all levels. Policies and procedures are regularly reviewed and updated. A clear complaints policy is available to parents and boarders. Parents responding to the pre-inspection questionnaire expressed very high levels of satisfaction with the provision and care which their children receive.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is good.
- 5.2 Governance strongly supports the aims and ethos of the school. The Council, the school's governing body, benefits from the presence of governors with a wide range of relevant professional backgrounds and from energetic and clear-sighted leadership.
- 5.3 Since the previous inspection and the expansion of the Eastbourne Charity to include St Andrew's Preparatory School, governance has been restructured very effectively. The Eastbourne Committee and the finance and property committees ensure that governors discharge fully their responsibilities for academic standards, financial planning and investment in staff and resources. Governance is successful in providing both support and challenge for the school. It enables governors and senior staff to work together harmoniously in planning and developing provision and policy. Governors are informed by detailed reports and presentations from the school and ensure that school policies are reviewed regularly. Governance explores issues in depth where this is felt to be necessary.
- 5.4 Several governors have a current or previous connection with the school and this serves to strengthen further their links with it. Additionally, governors are highly supportive of school events and some make a specific contribution, for example with regard to fund-raising.
- 5.5 Governors meet their responsibilities for child protection and for welfare, health and safety, led by a trained and dedicated governor. Reports from the respective sub-committees are given careful consideration and there is an annual review of the safeguarding policy. However, governors' oversight and monitoring of the recording of recruitment checks have not been sufficiently rigorous. Governors undertake training appropriate to their role and there is a thorough induction programme for new members. There is an effective process in place to appraise the work of the headmaster.

5.(b) The quality of leadership and management, including links with parents, carers and guardians

- 5.6 The quality of leadership and management, including links with parents, carers and guardians, is excellent.
- 5.7 Leadership has set a clear and ambitious strategy for the school, which is set out in the school's development plan. Progress in achieving its objectives is under constant and candid review, leading to refinement and amendment. The school is led and managed effectively by dedicated teams which work together very positively to support and realize the school's aims.
- 5.8 The senior management team is strong, decisive and caring and enjoys the respect of the whole school community. Their work is characterized by close knowledge of the pupils and a shared belief in the essential ethos of the school, which values equally every pupil's growth in all spheres of the school's activity: academic, extra-curricular and personal. The senior management team addresses whole school

issues through regular and carefully planned meetings, as well as frequent, less formal contact. The team works closely together in academic, extra-curricular and pastoral areas to ensure a challenging and rewarding experience for pupils, whilst at the same time balancing the competing demands on their time. They form a closely knit team and enjoy the respect of the wider staff, who find them approachable and receptive to new ideas.

- 5.9 Whilst safeguarding of pupils is a priority for the senior management team, the school's recruitment policy has not been rigorously implemented so that, prior to the inspection, it was apparent that not all of the necessary pre-appointment checks had been entered correctly onto the central record.
- 5.10 Middle management, both academic and pastoral, has a clear understanding of its roles and responsibilities and is valued by colleagues, pupils and parents. Departments are encouraged to develop their own identities but this occasionally leads to some inconsistency, for example in the maintenance of high standards of marking and formative assessment. Through formal and informal consultation with each other, pastoral managers ensure a consistently high standard of care. Staff at all levels value the regular and frequently updated communication with regard to pupils' welfare and progress, which is very carefully monitored by senior and middle managers.
- 5.11 Management at all levels undertakes detailed short and long term planning. However, the implementation of new initiatives is not always monitored sufficiently closely, such as the decision to devolve responsibility for the scrutiny of pupils' work to subject departments. Others are carefully evaluated, for example, the change to a 55 minute period which was further amended to produce a shorter period length on Saturdays to provide time for the extensive programme of competitive sports on Saturday afternoons. The high level of academic achievement is underpinned by detailed annual reviews by each department of all aspects of their work, including analysis of exam results, self-evaluation of targets set the previous year, observation of lessons and the setting of targets for development. There is a thorough, rolling programme of school policy review, which is undertaken in collaboration with governors where appropriate.
- 5.12 Care is taken in the appointment of staff at all levels and in ensuring that new colleagues are very well supported through a thorough induction process. The school provides excellent opportunities for professional development, echoing the development plan's priority for further improving the quality of teaching. Procedures for inducting new staff are meticulous and supportive, with high expectations matched by practical help with settling into the community. Newly-qualified teachers are guided by a detailed and well-structured programme, again in line with the school development plan. Investment in career and professional development is well resourced and includes all aspects of education, leading to a culture of continuous improvement. Training is provided wherever needed, including for senior pupils when they take on prefectorial or counselling roles.
- 5.13 An annual appraisal scheme for teaching staff is rigorous and detailed, and leads to the setting of specific objectives in line with the aims of each academic department and the school as a whole. The appraisal process includes a focus on pupils' examination performance, balanced by broader reflection on teachers' other responsibilities. A trusting atmosphere is demonstrated by the open classroom doors and frequent informal communication, in addition to formal lesson observations. There is also an appraisal scheme for support staff.

- 5.14 All staff are trained in child protection, welfare, health and safety, and the nearest trained first-aider is clearly indicated via prominent notices throughout the school.
- 5.15 Parents are overwhelmingly positive about the quality of support and education which the school provides, including the effectiveness of the pastoral care and teaching, and the range of extra-curricular opportunities. Few specific concerns were raised in the pre-inspection questionnaire, and, where concerns exist, a study of school documentation shows that a comprehensive and timely response is given. Parents value the willingness of the school to listen to them. This has resulted, for example, in the provision of two evening bus services for day pupils to allow them greater flexibility. Parents value the strong partnership between the school, pupil and home. They have great confidence in the arrangements for pastoral care, demonstrated by house staff's swift communication, reflecting close knowledge of their child.
- 5.16 The Eastbournian Society, formed since the previous inspection to nurture relationships with parents as well as alumni and all friends of the school, organises a range of social events which enable closer contact between families. Parents value the opportunities to benefit from links with Old Eastbournians either through their professional expertise or their experience of living and working abroad.
- 5.17 Parents greatly appreciate the detailed and well-organised information supplied to them online and on paper. Guidance for new pupils and their parents is reassuringly clear and detailed, with Russian and Mandarin speakers benefiting from key documents in translation. The supply of practical guidance is efficiently maintained by the school. There are termly updates to the 'parental curriculum' which help parents to discuss their children's education through greater knowledge of current PSHE topics. Well-organised events at school also enable parents to share in the issues facing their children as they mature.
- 5.18 Reporting to parents on their children's progress is very effective in identifying progress and targets for improvement. Since the previous inspection the electronic reporting card has been refined to improve the clarity of its guidance and its role in dialogue, with discrepancies between target and attainment grades triggering formal contact between house staff and parents. Every half-term effort is graded along with clear and practical comments indicating progress towards target grades. Close academic monitoring is complemented by biannual pastoral reports which recognise wider achievements and personal development. Parents' evenings are supported by additional opportunities for discussion between parents, subject teachers and house staff.
- 5.19 An appropriate complaints procedure is in place and it is implemented thoroughly.

What the school should do to improve is given at the beginning of the report in section 2.