



INDEPENDENT SCHOOLS INSPECTORATE

CALDICOTT SCHOOL

INTEGRATED INSPECTION

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Caldicott School

Full Name of School	Caldicott School		
DfE Number	825/6009		
Registered Charity Number	310631		
Address	Caldicott Crown Lane Farnham Royal Slough Berkshire SL2 3SL		
Telephone Number	01753 649300		
Fax Number	01753 649325		
Email Address	hm@caldicott.com		
Headmaster	Mr Simon Doggart		
Chair of Governors	Mr Graham Puttergill		
Age Range	7 to 13		
Total Number of Pupils	275		
Gender of Pupils	Boys		
Numbers by Age	7-11:	181	
	11-13:	94	
Number of Day Pupils	Total:	174	
Number of Boarders	Total:	101	
	Full:	20	Weekly: 81
Inspection dates	28 Feb 2012 to 02 Mar 2012		

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 November 2007.

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. The range of these Regulations, which replace those first introduced on 1 September 2003, can be viewed through the following link: www.legislation.gov.uk. Search for Independent School Standards Regulations and enter date 2010, to find Schedule 1, Parts 1-7.

Legislation additional to Part 3, Welfare, health and safety of pupils, is as follows.

- (i) The Equality Act 2010 (including race, gender, special educational needs and disability).
- (ii) The School Standards and Framework Act 1998, banning corporal punishment.

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

The Office for Standards in Education (Ofsted), Children's Services and Skills carried out a boarding welfare inspection in November 2011. Therefore boarding welfare was not included as part of this inspection. The report can be found at www.ofsted.gov.uk under Children's social care/Boarding school.

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.

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', 'satisfactory' 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 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 and assemblies. Inspectors visited 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 Ian Newton	Reporting Inspector
Mr Graham Gorton	Team Inspector (Headmaster, ISA school)
Mr Edward Rees	Team Inspector (Deputy Head, HMC junior school)
Mrs Helen Skrine	Team Inspector (Headmistress, IAPS school)

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Caldicott was founded in 1904 in Hitchin as a boys' preparatory school for The Leys School in Cambridge. It moved to its present location in Farnham Royal, Buckinghamshire in 1938 and became a charitable trust overseen by a board of governors in 1968. Originally mainly a boarding school, it now has few boarders up to Year 6, but requires all pupils to board in the last two years in preparation for the move to senior school. It is situated in 40 acres of grounds and playing fields, with the original Victorian house used as the main administrative centre and a range of more modern buildings for teaching and other purposes. Since the previous inspection, a range of improvements have been made, including new facilities for art, design and technology (DT) and science; refurbished boarding accommodation and music rooms; a new health centre and improved games facilities.
- 1.2 Many pupils live locally, but a number live in west London from where the school organises some bus services. Most come from business and professional families. Although most pupils are of white British ethnicity there is a broad range of nationalities and cultures represented; twenty pupils are from overseas. At the time of the inspection, there were 275 pupils between the ages of seven and thirteen, of whom 101 were boarders. Pupils are admitted following a short assessment test and the ability profile is above the national average, with around a third of pupils being of well above average ability. The school has identified 114 pupils as having some level of special educational need or disability (SEND) of whom 59 receive individual support. Twelve pupils have English as an additional language (EAL) all of whom receive support.
- 1.3 The school aims to prepare pupils carefully so they will be successful in the next stage of their education. Alongside its aim to prepare them for senior school entrance and scholarship examinations, it aims to develop the pupils' potential academically, personally, culturally, physically and spiritually; to develop tolerance and respect for everyone in the community and beyond; to encourage good manners and appropriate behaviour; and to provide a safe environment for pupils to work and play.
- 1.4 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 table:

School	NC name
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 SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 Caldicott School enables pupils to achieve excellent standards, both in their learning and in entrance and scholarship examinations to senior schools, in accordance with its aims. Older pupils, in particular, show excellent literacy and numeracy skills, grasp key concepts across a range of disciplines and have highly developed creative skills. Pupils with SEND and EAL progress particularly well as a result of the support they receive, as do those who are particularly gifted. Pupils have excellent information and communications technology (ICT) skills and use them well in a wide range of independent and collaborative tasks. Pupils enjoy their work and show considerable commitment to it, relishing the challenge it provides. Their excellent progress is enabled by teaching which is excellent overall. Teaching is well planned, in most lessons gives pupils plenty of opportunities to take responsibility for their learning, provides extremely well for the pupils' differing abilities and is well paced. The pupils' educational experience is supported by excellent provision both within the curriculum and in the wide range of extra-curricular activities. These include some that develop the pupils' academic interests whilst others embrace sport and the visual and performing arts.
- 2.2 Pupils show excellent personal development, supported by outstanding pastoral care. They are reflective, self-assured, welcoming and extremely well mannered, take their responsibilities seriously and respect others in the community. Strong relationships between pupils and friendly but respectful relationships with staff create a caring and supportive community in which pupils achieve much and know they are valued. The school takes advantage of the particular contribution of overseas pupils and is a harmonious community. Pupils much appreciate the individual help and support they receive from staff. The school takes great care over its safeguarding arrangements and its procedures for ensuring the pupils' welfare, health and safety are excellent; staff receive appropriate training.
- 2.3 This high quality of education is enabled through excellent governance, leadership and management. Governors bring a wide range of experience and considerable commitment to their work. They are well informed about the school and give appropriate attention to welfare, health and safety. The work of the school is also supported by a very clear sense of purpose, which derives from the strong and child-centred leadership given by the most senior staff. School leaders' close knowledge of pupils and their needs supports all that the school does. The focus on monitoring and developing teaching has increased since the previous inspection, as has school improvement planning; both are now effective but being developed further. All staff, both teaching and non-teaching, bring considerable commitment to their work. The school enjoys excellent relationships with parents as shown in the extremely positive response from almost all parents in the questionnaire, views which inspection evidence supports.

2.(b) Action points

(i) Compliance with regulatory requirements

(The range of the Independent School Standards Regulations is available through the link described in the Preface)

2.4 The school meets all the requirements of the Independent School Standards Regulations 2010.

(ii) Recommendation for further improvement

2.5 The school is advised to make the following improvement.

1. Ensure that all teaching provides opportunities for pupils to play a full part in lessons, by further monitoring of teaching and learning.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 The quality of the pupils' overall achievement and learning is excellent.
- 3.2 The school meets its academic aims extremely well. From an early age, pupils show strong literacy and numeracy skills, and the ability to think through a problem. Older pupils have an excellent grasp of grammar and syntax, both in their own and other languages. They have highly developed literacy skills, for example discussing the structure of poetry by Houseman and RS Thomas, or relating texts such as *Noughts and Crosses* to issues of racial prejudice and integration. They have high-order numeracy skills and develop a good understanding of concepts such as prime numbers. They apply scientific thinking to unfamiliar situations and have excellent practical skills. They understand issues in history and geography, and show an extensive range of creative, physical and technological skills. Their artistic abilities are shown by imaginative work in art, and physical skills by the speed with which they learn in gymnastics.
- 3.3 Pupils have excellent ability to use ICT in a wide range of subjects. Research skills are well developed and pupils work effectively, both independently and with others. They present information in a wide variety of formats. In discussion, pupils showed how they had used a wide range of opportunities to work independently, for example by exploring a topic further. They refine ideas through appropriate discussion with their peers and respond well to a new challenge or opportunity. They think logically about issues and problems.
- 3.4 Pupils' attainment cannot be measured in relation to average performance against national tests but, on the evidence of their written work and participation in lessons, it is judged to be excellent. They achieve high levels of success in entrance and scholarship examinations to selective boarding schools. These include awards for art, music and sport, in addition to academic awards. Almost all pupils gain places at a suitable choice of secondary school. This level of attainment indicates that pupils make excellent progress in relation to pupils of similar ability. Throughout the school, high quality support enables pupils with SEND and EAL to progress well in their use of language and their understanding of syntax. Similarly, the range of opportunities and challenge enables the most able to progress rapidly.
- 3.5 Outside the classroom, pupils achieve considerable success in a wide range of musical activities, in team and individual sport and in the work they do beyond the curriculum. For example, they learn additional languages that reflect their interests, publish excellent stories they have written in aid of charity, and produce impressive art-work.
- 3.6 Pupils enjoy their work, showing undaunted commitment when it is particularly challenging. In the great majority of lessons, their interest is captured from the start, and it is only in a few lessons where teachers give too little opportunity for the participation and their attention wanes. Pupils respond extremely well when faced with difficulties, for example when learning new ICT skills. They participate well both in lessons and around school, for example when singing in chapel. There is a real sense of focus in all that they do. They are proud of what they achieve.

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

- 3.7 The contribution of the curricular and extra-curricular provision is excellent.
- 3.8 The curriculum is highly effective in its coverage of the required areas of learning. It is well planned and pupils enjoy a rich variety of opportunities. All pupils study French, and Latin is introduced in Year 6. For the most able linguists, Greek is offered as an optional subject. Collective worship has an important place and the presence of drama, art, DT, and music, together with extra-curricular activities in these areas, underlines the importance given to the creative arts. Use and teaching of ICT is embedded throughout the curriculum, and the teaching of games provides well for all levels of ability.
- 3.9 Regular teaching is enhanced by a full programme of visits and speakers. The Years 7 and 8 general studies programme includes lectures given by external speakers and members of staff. Year group outings to art galleries, such as the Year 3 visit to the National Gallery, provide enhanced learning opportunities for pupils and enrich the curriculum, as well as providing memorable experiences through which pupils develop academically, personally, culturally, physically and spiritually.
- 3.10 High quality personal, social and health education (PSHE) is provided across the curriculum, rather than in a discrete course. Lessons, extra-curricular activities and tutor year and house groups, are all used to give pupils suitable opportunities to debate, discuss and consider their personal development. Since the previous inspection, an excellent general studies programme for Years 7 and 8 has been introduced and includes further opportunities for pupils to consider a range of issues ranging from anti-bullying to the environment.
- 3.11 Since the previous inspection a new timetable and improved ICT and DT provision, including the introduction of hand-held tablets for reading and curriculum support, have ensured that pupils have enhanced opportunities across the curriculum. Library facilities have improved in all areas of the school and effective monitoring of reading underpins the pupils' learning.
- 3.12 All pupils are challenged effectively. Able pupils experience considerable challenge as they prepare for highly selective scholarship examinations. Since the previous inspection, provision for pupils with SEND and EAL has improved and these pupils now benefit from well-organised support in school, which is aided by the learning support area on the school portal. This enables all staff to maintain accurate information about each pupil with SEND. In one-to-one support lessons, planning is effective and linked to each pupil's areas of need. The monitoring of progress is thorough.
- 3.13 Both day and boarding pupils benefit from an excellent range of extra-curricular activities, which is delivered by committed and dedicated staff. There are further activities in the evenings and at the weekends for boarders. In discussion, pupils expressed enthusiasm for the principle that every pupil must participate in at least one activity per week, though many often do more. They also appreciate the flexibility which allows them to make different choices each day. All pupils have the opportunity to perform in musical and dramatic productions, performances and competitions and these are of a high standard; similarly in sport pupils enjoy a wealth of opportunities. They view the new climbing wall as a significant addition to what they can do.

- 3.14 Excellent links with the community include highly successful charitable events, and a range of local initiatives as well as those further afield. The youngest pupils benefit from hosting children from a local infants school for a day of activities and projects. Carol concerts are held annually and more able music scholars have organised recitals in aid of charity. In addition, pupils have helped in the local community at a local special school.

3.(c) The contribution of teaching

- 3.15 The quality of teaching is excellent overall.
- 3.16 Most teaching is at least good, supports the aims of the school and enables pupils to make excellent progress. A substantial proportion is of the highest quality. Most lessons are extremely well planned, with many offering imaginative experiences, which provide stimulus and challenge. For example, the use of touch-screen tablets enabled pupils to work quickly in the style of Matisse in art, and others shared work with pupils in Australia using a visual internet link. Excellent opportunities are provided in many lessons for pupils to work in pairs or groups, enabling them to use discussion to develop their understanding and collaborative skills. A high proportion of teaching is lively and well-paced, sets high standards and engages pupils well. Good-humoured relationships between teacher and pupil provide support for those who find work hard and challenge for the more able. As a result pupils are fully engaged, and find work both interesting and enjoyable. In a small number of less effective lessons over-direction by the teacher restricts opportunities for pupils to engage fully in their learning. As a result, lessons lose pace and pupils lose concentration. Class activities are supported by excellent individual help, which pupils say is readily available outside class as well as in. Teaching is supported by excellent subject knowledge and use of resources.
- 3.17 Teachers know pupils extremely well, adapting many lessons successfully to their differing needs. More challenging work provide stimulus for the most able, and carefully tailored tasks support those for whom work is harder. Questions are carefully targeted at individual pupils, and pupils are placed in groups where they can help each other. The needs of pupils with SEND and EAL are met extremely well, enabling those pupils to make particularly good progress. Much teaching provides opportunities for pupils to work independently, developing the ability to take more responsibility for their work. Worksheets are used less than at the time of the last inspection, though their use still limits independent thought by pupils in places. A high proportion of pupils are pleased with the progress they make and find the work interesting; they are very positive about the individual help they receive.
- 3.18 Many lessons include both formal and informal assessment of the pupils' learning. The use of self- and peer-assessment helps pupils take responsibility for their work. Marking is generally helpful and, in the best examples, realistic targets for improvement are set. The school has a clear marking policy and the youngest pupils said they understood the marking scheme. Pupils are made aware of their progress through weekly tutor groups, reports, assessment results and grades. They are assessed both prior to entry and during the first term, and standardised testing then takes place each year in all year groups. In addition, pupils are assessed during the course of the year as well as in annual school examinations. Since the previous inspection, the process of assessing and tracking the pupils' academic performance has improved significantly and teachers appreciate the need to use data to inform planning and curriculum development, though the recent introduction of this system means that the data required is still being built up.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 The quality of pupils' spiritual, moral, social and cultural development is excellent.
- 4.2 The pupils have excellent spiritual awareness centred upon worship in the school chapel, where they participate enthusiastically yet with respect. The high quality of their relationships is supported by the school's spiritual ethos which underpins the whole community. Pupils are quietly self-assured, since they feel valued both by each other and by adults. Musical activities, such as the chapel choir and senior string ensemble, provide outstanding opportunities for further spiritual enrichment and reflection, as does their personal response to writing poetry.
- 4.3 Pupils have a strong sense of morality and know right from wrong. They understand the need for high standards of behaviour and respect the school's behaviour code. Throughout the inspection, pupils were unfailingly helpful and kind to one another, working co-operatively together. A clear ethos of mutual trust exists throughout the school. Pupils are aware of their ethical responsibilities to the wider world and know they should help those less fortunate than themselves. They display exemplary manners and behaviour, coupled with tolerance and respect for others.
- 4.4 The pupils' social development is excellent. The strong relationships between pupils and staff, and between pupils themselves, are valued by all. A regular friendship focus group for boarders enables them to develop outstanding relationships. In addition, all pupils in Year 8 have a specific responsibility which they take seriously; younger pupils as well as older ones play a responsible role in pupil councils. Pupils develop a strong awareness of social responsibility through generous giving to a range of local and overseas charities.
- 4.5 The pupils' cultural awareness is excellent. Pupils and staff celebrate the diversity within the school and appreciate the contributions of those of other faiths, cultures and nationalities, enabling all pupils to develop an insight into the values and beliefs of others. In assembly on World Book Day, some pupils read to the school in their native language. The annual Focus Week, held during the inspection, was very effective in enabling pupils to develop social, political and economic awareness and to consider the variation within the world in which they live, through a range of creative and inspirational activities.
- 4.6 The high quality of the pupils' personal development is in accordance with the school's aims. In their responses to the questionnaire, pupils showed themselves to be extremely happy with all aspects of the school and to enjoy their time in it. They are emotionally mature and show high levels of responsibility.

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

- 4.7 The contribution of arrangements for pastoral care is excellent.
- 4.8 Staff support and guide pupils extremely well through a highly developed and well-managed pastoral system. Pastoral arrangements are clearly understood by both staff and pupils. Registration time is also used to celebrate success. Recently appointed heads of year and an enhanced tutor system have further improved support. Pupils say that staff are friendly and approachable, and they openly recognise the support they receive. Pupils show respect and friendship towards others and support their peers. Buddies in Year 7 support new Year 3 pupils, and a

similar system exists amongst boarders. Pupils are extremely courteous and proud of their school.

- 4.9 The school places a strong emphasis on good behaviour, social skills and respect for others. It is successful in achieving this aim. The reward system of pluses and minuses works well and takes into account individual pupils' needs. Pupils may communicate with staff confidentially via a 'Black Box', and advice on what to do if they are being bullied is found in the pupil calendar. Bullying is also discussed at occasions such as assemblies to ensure that the issue has a high profile. The pupils' pastoral care is always the first item on the agenda at staff meetings. Most pastoral issues are resolved by tutors, who are caring and supportive. More serious issues and any rare incidents of bullying are dealt with effectively by senior staff. All pastoral and behavioural issues are recorded centrally and communicated efficiently to parents.
- 4.10 The school encourages healthy living. The extensive games and extra-curricular programme allows all pupils to enjoy and benefit from exercise. Lunches are varied and of good quality, and the recent introduction of the salad bar offers a healthy option. The school has an appropriate plan to develop access for pupils with particular needs and/or disabilities.
- 4.11 The various school committees give pupils experience of responsibility and democracy, and enable them to contribute to the community in which they live. House meetings, assemblies and various pupils' council meetings reinforce the sense of community. Pupils talk with pride about the changes these groups have achieved, feeling their voices are heard.

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

- 4.12 The contribution made by the arrangements for welfare, health and safety is excellent.
- 4.13 The school takes great care over procedures to safeguard pupils. These have been worked out in detail with the local area designated officer and follow government advice. Staff are well trained in child protection and safeguarding, including those with specific responsibilities. Almost all pupils said in the questionnaire that they had someone who they could talk to at school if needed.
- 4.14 The school has thorough arrangements for preventing and dealing with any risk from fire. Fire drills take place regularly, equipment is checked and risk assessments carried out. Similarly, the school exercises proper caution over health and safety, both at school and on trips. Pupils who are ill or injured are treated efficiently in the medical centre. Medical records have improved since the previous ISI inspection. Attendance and admissions registers are properly maintained and backed up; this meets the requirement of the previous inspection. As a result of the arrangements the school makes, both boarders and day pupils feel safe at school.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is excellent.
- 5.2 Governors bring a wide range of relevant expertise and experience to their role, including substantial experience in education. This enables them to provide outstanding support and challenge to all aspects of school life, and thus help the school to fulfil its aims. Careful management of resources has enabled governors, over time, to provide excellent facilities, whilst maintaining a strong financial base. The substantial developments carried out since the previous inspection have enabled the school to further develop the high quality of education it provides, ensuring the pupils' excellent academic achievement and personal development.
- 5.3 Governors conduct their business efficiently and the allocation of individual governors to various areas of school life works well. Opportunities to hear from heads of department at governors' meetings, and social contact with staff provide governors with an effective insight into the school, especially into the quality of education it provides. Discussion at board meetings is well informed by detailed and helpful reports from the headmaster. Governors and senior leaders work well together on difficult issues.
- 5.4 Governors give careful attention to matters of welfare, health and safety. They take trouble to talk to any parents who feel that the school is not meeting their son's needs. They oversee medical provision and the new human resources committee provides further opportunities to review issues to do with staff recruitment. They conduct an annual review of safeguarding arrangements and receive full reports on health and safety. They have ensured that all requirements of the previous inspection report have been met.

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

- 5.5 The quality of leadership and management of the school, and of its links with its parents, is excellent overall.
- 5.6 This excellent overall quality of leadership and management enables the school to fully meet its ambitious aims. The strong sense of purpose and commitment to high standards are evident throughout the school, from the most senior staff downwards. This derives from the strong and child-centred leadership that pupils receive. The vision for the school has clarity and is pursued with enthusiasm, enabling staff at all levels to feel involved and contribute to the pupils' high academic achievement and personal development.
- 5.7 The composition of the school's senior leadership group, called the forward planning group, has been strengthened since the previous inspection through the redefining of roles. It is a smaller group than the senior management team which preceded it, and the appointment of a new director of studies has increased the focus on the quality of education and on the pupils' personal development. The members of the forward planning group have a comprehensive array of skills with which they continually strive for improvement and excellence. They know their school and their pupils extremely well. A great deal of informal discussion about the teaching and

learning takes place in the school between senior leaders and staff, in addition to formal monitoring. In addition, the school has established effective systems for the monitoring of the pupils' achievement and progress and recognises that this is an area for continued development. The school's excellent staff portal ensures that all staff are kept fully up-to-date with important information about the pupils as well as about administrative matters. This enables the pastoral aspects of the school to be extremely well led and managed.

- 5.8 School improvement planning has improved since the previous inspection and meets the recommendation of that report, with an appropriate number of objectives clearly identified. It is based on effective self-evaluation, involving wide consultation. The school held a whole school in-service training at which all staff were encouraged to identify areas for further development. These ideas were then taken up by the forward planning group and integrated into the improvement plan.
- 5.9 The hard-working staff at all levels are fully involved in maintaining the high standard of education provided. Through the appraisal system, their professional strengths and needs are identified and their contributions to their academic and pastoral roles recognised. The school now makes greater use of the outcomes of appraisal to inform school improvement in line with the recommendation of the previous inspection report, as part of the largely effective monitoring of teaching and learning. Staff have access to an appropriate range of training and professional development opportunities, both in-house and through external providers. All have received necessary child protection and health and safety training and guidance. The quality of mentoring for new staff, including those newly qualified, is of a particularly high quality and, in interview, these staff stated how well they felt supported by so many people within the school community.
- 5.10 Recruitment checks before the appointment of staff and governors are carried out meticulously and recorded on a single central register. The necessary policies, such as safeguarding, procedures and risk assessments are reviewed regularly.
- 5.11 The excellent and extensive premises and grounds are well maintained, providing a safe and stimulating environment in which the pupils have many opportunities to develop their potential and demonstrate their skills. The school runs efficiently due to the care and expertise of all those who work hard to support the pupils, including the administration, catering, housekeeping, grounds and maintenance departments.
- 5.12 The school has established excellent links with parents, carers and guardians. Parents are very happy with the education and support provided for their sons, and they identify the care provided for them and their preparation for their next school as significant strengths. They report that the communication with the school is excellent, particularly through the efficient use of the parent portal, which provides up-to-date information on the pupils' participation in music and sports fixtures. In the questionnaire, carried out before the inspection, parents were overwhelmingly positive about all aspects of the school and there were no issues that were raised by a significant number of parents. These views were confirmed by inspection findings.
- 5.13 The school operates an 'open door' policy, so that any concerns from parents can be dealt with swiftly. Senior leaders are available both morning and evening whenever possible. The school deals with any parental concerns with due care and has appropriate procedures for dealing with more formal complaints, though these have not been used recently.

- 5.14 The school provides many opportunities for parents to be involved in the life of the school and encourages them to do so; these include serving on the Friends of Caldicott committee, who organise social and fundraising events, drama, music and arts events, supporting sports teams and listening to younger pupils read.
- 5.15 Information provided for parents and prospective parents is comprehensive, and includes all that is required. Information relating to the pupils' work and progress is shared with parents on a regular basis through three grade cards each year, referred to as 'Mark Readings' and a full written report which is received by parents every term. Reports mainly give a good summary of the pupils' work and progress though some do not explain the next steps needed for pupils to improve.

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