



INDEPENDENT SCHOOLS INSPECTORATE

CALDICOTT SCHOOL

**BOARDING WELFARE
INTERMEDIATE INSPECTION**

INDEPENDENT SCHOOLS INSPECTORATE

Caldicott School

Full Name of School	Caldicott School			
DfE Number	825/6009			
Registered Charity Number	310631			
Address	Caldicott School			
	Crown Lane			
	Farnham Royal			
	Slough			
	Berkshire			
	SL2 3SL			
Telephone Number	01753 649300			
Fax Number	01753 649325			
Email Address	headmaster@caldicott.com			
Head	Mr Simon Doggart			
Chair of Governors	Mr Malcolm Swift			
Age Range	7 to 13			
Total Number of Pupils	286			
Gender of Pupils	Boys			
Numbers by Age	7-11	181	11-13:	105
Number of Day Pupils	Total:	181		
Number of Boarders	Total:	105		
	Full:	10	Weekly:	95
Inspection dates	02 Dec 2014 to 04 Dec 2014			

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) (England) Regulations 2010, as amended. From September 2011 the inspection of boarding welfare forms part of the inspection process. 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. Boarding inspections were previously carried out by the Office for Standards in Education (Ofsted), Children's Services and Skills. The relevant Ofsted report refers to an inspection in November 2011 and can be found at www.ofsted.gov.uk.

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, the chair of governors and the governor responsible for boarding and safeguarding, 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 Jan Preece

Mr Martin Ford

Reporting Inspector

Team Inspector for Boarding (Senior Teacher,
IAPS school)

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Caldicott is a boarding and day preparatory school for boys from the ages of 7 to 13. It was founded in Hitchin in 1904 and moved to its current location in Farnham Royal, Buckinghamshire, in 1938. The school is set in 40 acres of grounds and playing fields. Teaching and recreational facilities are arranged around the original Victorian house, which is used as the main administrative centre. Boarders are accommodated in five inter-connecting wings on the upper floor of the main house. All pupils are required to board in their final two years as preparation for the move to their senior schools and some join the boarding house in the summer term of Year 6. The school became a charitable trust administered by a board of governors in 1968. Since the previous inspection many of the boarding facilities have been refurbished. A new library has been provided and catering and laundry facilities, playing fields and the hard-play surfaces have been upgraded.
- 1.2 The school aims to prepare pupils carefully so they will be successful in the next stage of their education. It seeks: 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. The prime aims for the boarders are that they are happy, feel safe and part of a community, learn to get along with others and gain a measure of independence.
- 1.3 At the time of the inspection, there were 286 pupils, of whom 105 were boarders. The pupils come from professional or business backgrounds, in equal numbers from either the locality or west London, from where the school organises bus services. Most are of white British ethnicity, though a broad range of nationalities is represented and ten pupils are from overseas. The school has identified 50 pupils as having some level of special educational need or disability (SEND) of whom 38 receive individual support. Six pupils have English as an additional language (EAL), four of whom receive support.
- 1.4 National Curriculum (NC) 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 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. SUMMARY

(i) Compliance with regulatory requirements

2.1 The school meets all the National Minimum Standards for Boarding Schools 2013.

(ii) Recommendation for further improvement

2.2 The school is advised to make the following improvement.

1. Promote consistency of approach for boarders who are ill or injured and ensure that all accident records include information about treatment given.

(iii) Progress since the previous inspection

2.3 The school has addressed all the requirements of the previous boarding welfare inspection that was undertaken by Ofsted in November 2011. It ensures that all the required records for the National Minimum Standards (NMS) are maintained and monitored and that anyone working with boarders has a relevant job description, receives induction training in boarding and receives regular reviews of their boarding practice with opportunities for continual professional development in boarding. All formal complaints are now recorded in a central file.

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 A thorough induction process is implemented to ensure that boarders settle in quickly. They attend a taster week and are given a comprehensive information pack. They are allocated 'uncles' and 'dorm monitors' who help them grow accustomed to routines. Boarders have a wide choice of staff to approach should they need help. They are aware of the independent listener and prominent notices display contact numbers and external helplines. [NMS 2]
- 3.3 The health centre, which is centrally located in the boarding house, provides qualified nursing care and comfortable accommodation for boys who are unwell, as well as catering for any medical emergencies. Medicines are securely stored and records of administration efficiently maintained. Appropriate policies are implemented concerning the care of boarders, and suitable provision is made for boarders to access local medical services. In their responses to the pre-inspection questionnaire, a very small minority of boarders expressed dissatisfaction with their medical care. In interviews some reported that they had not always been treated consistently when ill or injured. Medical treatment is recorded both on the confidential part of the school's database as well as on paper. Inspectors noted that not all accident records contain details of the treatment given. With the exception of asthma inhalers, boarders do not self-medicate and their confidentiality and rights as patients are respected. [NMS 3]
- 3.4 Boarders say that they can easily contact their families, either through ready access to telephones or by electronic mail. Overseas boarders use mobile phones and video messaging to contact their families at times of the day suitable to their home time zone. The school employs suitable systems to promote and monitor the responsible and safe use of the internet. [NMS 4]
- 3.5 Boarding accommodation has been recently refurbished, and is comfortably furnished and well maintained. Dormitories are spacious, light, well ventilated and heated and each boarder has ample storage space. Boarders are encouraged to personalise their bed area with posters and photographs. Toilet and washing facilities are plentiful and afford appropriate privacy. The common rooms are welcoming and equipped with televisions and table games. The library, computer, music practice and classrooms are all adjacent to boarding accommodation and available for private study. The accommodation is protected from unauthorised access and boarders say that they feel safe. Surveillance equipment does not compromise the boarders' privacy. [NMS 5]
- 3.6 Arrangements for the preparation and serving of food are hygienic and suitable. Boarders' meals include provision for particular dietary needs and menus are regularly adapted in accordance with the views of the catering committee. In their responses to the pre-inspection questionnaire, a small minority of boarders were dissatisfied with the food. Inspection evidence from meals sampled and scrutiny of menus found that meals are varied, nutritious and sufficient in quantity and quality and that boarders are encouraged to eat sensibly. In interviews, most boarders acknowledged that their opinions about the meals reflect their personal taste. Boarders are happy with the availability of drinks, snacks and water in the evening. [NMS 8]

- 3.7 Recently refurbished facilities assist the prompt handling of laundry, the efficiency of which boarders praise. Bedding can be provided but most boarders choose to provide their own. Personal and stationery items are readily available from the matrons. In their responses to the pre-inspection questionnaire, a few boarders were concerned about the safety of their belongings. Inspection evidence found that they are provided with secure lockers in their common rooms, that staff quickly attempt to locate any missing items and that boarders interviewed had no current concerns. [NMS 9]
- 3.8 Boarders enjoy a wide variety of evening activities including sports, craft and other recreational pursuits. These are purposeful, balanced and well staffed. Outside recreational spaces are clearly defined and well lit and there are also safe areas where the boarders may have quiet time. At the weekends boarders enjoy varied activities; they appreciate being able to make suggestions for outings through the overseas committee. Boarders gain awareness of current affairs through access to newspapers in their common rooms, television and newsreels on television monitors around the school. [NMS 10]

3.(b) Arrangements for welfare and safeguarding

- 3.9 The school meets all of the NMS under this section.
- 3.10 The school's policies and procedures for health and safety are clear and suitably implemented. Governors monitor arrangements through their nominated representative on the health and safety committee. Routine maintenance is well managed by the school's staff, and suitably qualified external professionals inspect and service equipment at the appropriate intervals. Effective risk assessments for the boarding house and boarders' trips promote their safety. [NMS 6]
- 3.11 The school has appropriate procedures to promote fire safety. Fire equipment is tested at the correct intervals and regular fire drills include at least one each term in boarding time. All staff receive basic fire awareness training and resident staff, as well as the grounds and maintenance teams, have been trained as fire wardens. All the necessary records are efficiently maintained. [NMS 7]
- 3.12 Procedures for welfare and safeguarding are well understood and implemented successfully. New staff receive child protection training as part of their induction and all staff are trained at regular intervals. The designated officer has undertaken appropriate higher-level training and has established useful links with local authority safeguarding officers, whose advice is readily sought. Clear and detailed records are kept of any concerns and the action taken. The governors pay careful attention to their responsibilities in this area and the safeguarding governor monitors the school's policy and procedures through regular liaison with school staff. The governors receive termly reports about safeguarding, have received training by the local authority designated officer and undertake their annual review rigorously. [NMS 11]
- 3.13 The school implements effective policies to promote good behaviour and address issues of bullying and cyber-bullying. The required documentation is in place for the use of restraint or for searching pupils and their possessions, should this be necessary. Rewards and sanctions in boarding time are different from those in the day and, whilst a few boarders indicated some dissatisfaction with rewards and sanctions in their responses to the pre-inspection questionnaire, the inspection found no evidence that this applied to boarding. In interviews, most boarders said the system of credits and sanctions for minor misdemeanours in boarding is fair. Boarders report that relationships between themselves and with staff are positive

and supportive. They are confident that staff deal with any rare instances of bullying quickly and effectively. Behavioural incidents and sanctions are clearly recorded; the latter are appropriate to the misdemeanour and accessible to all staff on the school's information management system. [NMS 12]

- 3.14 Staff appointments are carried out in line with safe recruitment procedures and are accurately recorded on the single central register. All resident adults undergo the required checks and an appropriate written agreement informs family members of their responsibilities whilst living on site. Visitors and contractors have no unsupervised access to boarding accommodation. The school does not appoint guardians but does monitor the arrangements made by the parents of overseas boarders to ensure they are working well. [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 The aims of boarding are provided in boarding handbooks and are clearly displayed on notice boards. Boarding practice and the warm and supportive atmosphere evident in the house are consistent with these aims. Consequently, in their responses to the questionnaires, almost all parents were very positive about boarding and most boarders reported that they enjoy the experience. [NMS 1]
- 3.17 Boarding is led by experienced house-parents who are supported by resident staff and all have undertaken appropriate training. All full-time teachers support boarding by providing an evening activity, so informal communication about the academic and welfare needs of the boarders is readily undertaken. Individual boarders' well-being is discussed at weekly meetings attended by boarding staff and information is shared effectively across the school through the information management system. Governors provide committed support through regular visits from the boarding governor. The required records are maintained and monitored, an improvement since the previous inspection, and, in their responses to the questionnaire, almost all parents expressed the view that boarding is well organized and managed. [NMS 13]
- 3.18 Boarding staff have job descriptions, a recommendation from the previous inspection, which accurately reflect their duties. When they are newly appointed they undertake appropriate induction training, also recommended at the time of the previous inspection, that includes shadowing an experienced colleague. Both boarding and nursing staff avail themselves of the many opportunities to undertake external training to develop their professional expertise. Since the previous inspection, the appraisal system for boarding staff has been strengthened to ensure consideration is given to successes, difficulties and training that is required to support goals for the following year. Boarders are well supervised and sufficient staff on duty, together with regular registration and visual checks, ensure that staff know the whereabouts of boarders. Should it be required, the school has a suitable policy for any boarder who goes missing. Boarders confirm that they may easily contact a member of staff at night should there be a problem. Boarders do not have inappropriate access to staff accommodation. [NMS 15]
- 3.19 Boarders report that they are well supported and treated equally. School policies give clear guidance about preventing discrimination and promoting equality of opportunity and a member of staff has particular responsibility for the welfare of boarders from overseas. [NMS 16]

Boarders are very happy with the many opportunities they are given to express their views and suggestions, such as through the boarding and catering committees.

They report that their suggestions and requests are efficiently conveyed by their representatives and are addressed seriously by staff. They also report that they are comfortable to discuss issues informally with boarding staff. [NMS 17]

- 3.20 The school's complaints procedure is clear and available to parents on its website. Records of formal complaints are now recorded in a central file in response to the previous inspection. They indicate that most concerns are resolved informally but that any that have been raised formally have been dealt with appropriately. [NMS 18]
- 3.21 Senior boarders may apply to be dormitory monitors for a term. They are given a handbook and training which ensure they know their responsibilities and understand that their role is not to exercise discipline but to provide guidance and support. [NMS 19]
- 3.22 The school does not arrange lodgings for boarders. [NMS 20]