



**ISI** Independent  
Schools  
Inspectorate

**EDUCATIONAL QUALITY INSPECTION**  
**CALDICOTT PREPARATORY SCHOOL**

**JUNE 2017**



## **CONTENTS**

<b>SCHOOL'S DETAILS</b>	<b>1</b>
<b>PREFACE</b>	<b>2</b>
<b>INSPECTION EVIDENCE</b>	<b>3</b>
<b>1. BACKGROUND INFORMATION</b>	<b>4</b>
About the school	4
What the school seeks to do	4
About the pupils	4
<b>2. KEY FINDINGS</b>	<b>5</b>
Recommendations	5
<b>3. THE QUALITY OF PUPILS' ACADEMIC AND OTHER ACHIEVEMENTS</b>	<b>6</b>
<b>4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT</b>	<b>9</b>

## SCHOOL'S DETAILS

<b>School</b>	Caldicott Preparatory School		
<b>DfE Number</b>	825/6009		
<b>Registered charity number</b>	31053		
<b>Address</b>	Caldicott Preparatory School Crown Lane Slough Berkshire SL2 3SL		
<b>Telephone number</b>	01753 649301		
<b>Email address</b>	office@caldicott.com		
<b>Acting headteacher</b>	Miss Theroshene Naidoo		
<b>Chair of governors</b>	Mr Malcolm Swift		
<b>Age range</b>	7 to 13		
<b>Number of pupils on roll</b>	290		
	<b>Boys</b>	290	<b>Girls</b> 0
	<b>Day pupils</b>	154	<b>Boarders</b> 136
<b>Inspection dates</b>	28 to 29 June 2017		

## PREFACE

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework and DfE requirements. The inspection may be of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards following their inspection may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards identified at their previous inspection.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

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 is an EDUCATIONAL QUALITY inspection, reporting on the quality of the school's work.** It focuses on the two key outcomes:

- The achievement of the pupils, including their academic development, and
- The personal development of the pupils.

Since the school was last inspected, the framework for inspection has changed. The current inspection framework uses different criteria and arrangements for grading from those used in previous inspection frameworks. The judgements made on this inspection are, therefore, not directly comparable to judgements made on previous inspections.

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 specifically in the published report but will have been considered by the team in reaching its judgements.

All inspections of independent schools in England are conducted according to the requirements of the Independent School Standards Regulations. However, different inspectorates apply different frameworks that are suited to the different types of schools they inspect. The ISI terminology reflects quality judgements that are at least equivalent to those used by the national inspectorate, Ofsted. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement about key outcomes for pupils and information on the quality of the school's work.

**The headline judgements must include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'.**

## 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 form meetings and assemblies. Inspectors visited boarding houses together with the learning support and educational resource areas. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

### Inspectors

Mrs Linda Donowho	Reporting inspector
Mrs Jennifer Burrett	Team inspector (Former head, IAPS school)
Mr Peter Nicholson	Team inspector (Head, IAPS school)

## 1. BACKGROUND INFORMATION

### About the school

- 1.1 Caldicott Preparatory School is an independent day and boarding school for boys aged between 7 and 13 years old. It was founded in 1904 in Hitchin, Hertfordshire as a Church of England preparatory school for The Leys School in Cambridge, and continues to worship in the Anglican tradition. The deputy head academic became the current acting headteacher in September 2017. The school is a charitable trust administrated by a board of governors. Boarders are accommodated on the upper floor of the main house. Pupils in the first 4 years are day pupils, but all pupils are required to board for their final 2 years in the school in preparation for their move to senior schools.

### What the school seeks to do

- 1.2 The school aims to develop boys' potential academically, personally, culturally, physically and spiritually, and to develop tolerance and respect for everyone in the Caldicott community and beyond. It seeks to encourage good manners and appropriate behaviour in a safe environment, whilst preparing pupils for their entry into senior schools at the age of 13.

### About the pupils

- 1.3 Pupils come from a range of business and professional backgrounds, either from the locality or from areas of west London. Most pupils are of White British ethnicity although a broad range of nationalities is represented. The school's own assessment indicates that the ability of pupils on entry is above average. The school has identified seventy-two pupils as having special educational needs and/or disabilities (SEND), fifty of whom receive additional specialist help. No pupil has an education, health and care plan or a statement of special educational needs. Ten pupils have English as an additional language (EAL), five of whom require support for their English. More able or talented pupils are catered for in lessons and through a system of grouping pupils by ability for English and mathematics from Year 5. Potential scholars are identified in Year 7.
- 1.4 National Curriculum nomenclature is used throughout this report to refer to year groups in the school. Where the school's own names differ from those used nationally, the details are given in the table below.

<i>School name</i>	<i>National Curriculum name</i>
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. KEY FINDINGS**

2.1 The quality of the pupils' academic and other achievements is excellent.

- Pupils achieve highly across the curriculum subjects and apply skills from one subject to another effectively.
- Pupils' communication skills and collaborative work are excellent.
- Pupils of all ages demonstrate exemplary attitudes towards learning.
- Pupils express their own opinions and hypothesise extremely well, leading to excellent progress.
- Pupils achieve high standards in music and creative arts.

2.2 The quality of the pupils' personal development is excellent.

- Pupils take on responsibilities within the school with enthusiasm and maturity, and work together well.
- Pupils have a strong appreciation of their own culture and that of others, and display considerable sensitivity towards those less fortunate than themselves.
- Pupils are highly self-confident and motivated. This is particularly well developed through boarding.
- Pupils have a deep sense of right and wrong. They demonstrate respect for one another and value each other's opinions.
- The behaviour of pupils in lessons and around school is impeccable.

### **Recommendations**

2.3 In the context of the excellent outcomes, the school might wish to consider:

- Ensuring that pupils' presentation of work matches the high quality of its content.
- Ensuring that all marking enables pupils to understand how to improve their work.

### **3. THE QUALITY OF PUPILS' ACADEMIC AND OTHER ACHIEVEMENTS**

- 3.1 The quality of pupils' academic and other achievements is excellent.
- 3.2 The school fully meets its aim to develop boys' potential academically. Throughout the school pupils achieve high standards across the curriculum, and build knowledge and understanding in all areas of learning. This is partly due to the exemplary attitudes of pupils and their overwhelming enthusiasm, as well as excellent teaching and well-planned lessons. A very large majority of parents who responded to the pre-inspection questionnaire thought that the school meets their children's educational needs effectively.
- 3.3 Pupils have excellent attitudes towards learning, nurtured by high expectations. They are not afraid to take risks and get things wrong, as they know that this part of the learning process. Pupils try hard as they are extremely ambitious and motivated to do well, and they delight in theirs and others' successes. Their eagerness to collaborate with their peers is consistent throughout the school. Pupils know how they should behave in lessons and around school, and appreciate that this is their responsibility to each other to create a harmonious ethos.
- 3.4 The school does not take part in national curriculum tests, but the available evidence from lesson observations, scrutiny of pupil's work and the schools own assessment data shows attainment to be above national age-related expectations. Less able pupils and those with SEND or EAL make excellent progress as they are extremely well supported and their progress is carefully monitored by the leadership and management. Pupils greatly appreciate this support and know that help is always at hand if they need it. Boarders are frequently offered support by staff if they need it, and the communication systems in place guarantee that all boarding staff are aware of individual pupils' needs and difficulties. More able pupils respond to challenge in lessons, ensuring that many accelerate their progress. The grouping for maths and English from Year 5 upwards ensures that all pupils are challenged at an appropriate level. Various enrichment programmes are operated such as French reading competitions and science days, often at local public schools. These help ensure that all pupils make excellent progress in preparation for challenging Year 8 exams. Pupils are highly successful at gaining entry to senior schools against strong competition. Results in Common Entrance examinations are consistently high and pupils regularly gain scholarships. These include academic, music, art and sports awards. Staff have a strong understanding of the preparation needed for these examinations and ensure that pupils are fully ready for them. Leaders' strong focus on using assessment effectively ensures that teaching matches pupils' needs. Most parents and almost all pupils who responded to the questionnaire thought that the school enables pupils to make good progress and develop skills for the future.
- 3.5 Pupils demonstrate outstanding communication skills; they are extremely articulate across all ages. They provide thoughtful answers to questions, and enjoy debate and discussion. This is strongly encouraged during lessons and time is given to allow all pupils to share their opinions, which they do with confidence, maturity and often with passion. Pupils' increasing language abilities allow them to hypothesise and analyse, which they do readily and thoughtfully. Reading is of a very high quality and thoroughly enjoyed. Extremely high standards are achieved at public speaking; this is encouraged throughout the school and all pupils take part in the yearly declamation where they all perform a poem or a speech. A notable example of this was a recital of the famous Martin Luther King speech, performed from memory and with feeling and passion. Pupils write skilfully for many purposes, including poetry of a high standard. The content of writing is often of a higher quality than the presentation. When the writing is redrafted, it is usually of a high standard and presentation improves as pupils move through the school. The school is undertaking positive steps to improve presentation of work particularly in the younger age groups. Pupils strive to improve and succeed; however, marking does not always explain what pupils need to do to

- improve, and pupils in interview stated that they welcome opportunities to discuss comments in their books.
- 3.6 Achievement in mathematics is excellent throughout the school due to the excellent opportunities provided for investigation and collaboration, and due to the teachers' very clear explanations and demonstrations of mathematical processes. Pupils are extremely competent at handling number and calculations. They are adept at solving word problems with tenacity and persistence, intent on success. In one mathematics lesson, pupils in the middle of the school enthusiastically used individual whiteboards effectively to undertake calculations in converting volume using a mixture of mental calculation and working out, demonstrating flexibility in their methods of calculation. Pupils apply their mathematical skills across other subjects extremely well, such as when learning about water capacity and voltage in science. They use their knowledge appropriately in geography when working on latitude and longitude challenges, and in design technology when designing their cars. In cookery, they apply their skills when measuring ingredients.
- 3.7 Pupils talk with infectious enthusiasm about the many lively creative and musical activities in which they achieve so highly. This is partly due to the strong and successful encouragement of pupils to take part fully in performing arts. Their many performances form a significant part of school life and pupils eagerly acknowledge each other's successes. Pupils, particularly the boarders, participate in the wide variety of extra-curricular activities with great enjoyment and enthusiasm. Boarders' creative and expressive skills develop through the wide range of activities after school through a well-planned cultural and leisure programme in which they are keen to take part.
- 3.8 Day pupils and boarders achieve success in an abundance of sports and activities due to the exceptional range of opportunities provided and as a result of their enthusiasm, determination and encouragement from staff. Boarders delight in the opportunities that the school's grounds afford them and make full use of it. A strong focus is placed on success in sports activities, but leaders also ensure that pupils' extra-curricular achievements span many other areas. For example, the school together with the orchestra ably performed Handel's *Zadok the Priest* coronation anthem. The choirs regularly have success in local festivals and many pupils achieve high standards in music exams; music across the school is of a particularly high standard and pupils delight in playing or singing together. Pupils have many successes participating in national competitions including a national mathematics challenge, debating, essay writing and chess. Sports successes are many and include cross country, cricket, rugby and tennis, with individual success also in fencing and skiing. The school recognises individual talents and offers every opportunity for pupils to pursue their interests.
- 3.9 The information and communication technology skills of pupils are developing well and are used across the curriculum, particularly by pupils with SEND to assist their learning. Pupils use tablets and laptops with skill when undertaking research. They perform at a high level in computer science and apply their skills highly efficiently. In an assembly, pupils from school committee of digital leaders, whose role is to investigate and establish safe internet use, ably advised their peers about how to use categorisation to identify suitable computer games.

- 3.10 Pupils display steadily developing study skills as they move through the school. They apply these skills appropriately in their independent work due to staff encouraging pupils to take responsibility for their learning; they encourage and sensitively support pupils and provide interesting topics and scenarios for discussion, debate and research. For example, pupils in a history lesson demonstrated that they can evaluate source material and synthesise conclusions from it to build up a class knowledge base about the Great Plague. Pupils' enjoyment of learning and working together is palpable throughout the school.

#### **4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT**

- 4.1 The quality of the pupils' personal development is excellent.
- 4.2 Pupils are highly self-confident and motivated. This characteristic is particularly well-developed through their boarding experience. Pupils know their strengths and their weaknesses, and display a determination to improve. They have a calm and embedded confidence due to the school's leadership and all adults in school promoting its pastoral aims very well. Self-reflection is an integral part of lessons, and pupils regularly celebrate their own achievements and those of their peers. For example in a personal, social and health education (PSHE) lesson, pupils' reflective self-evaluation identified areas for their own personal development throughout Lent. Collaboration and respect for each other is a key feature in boarding life, and younger pupils aspire to replicate their older peers and enjoy the opportunity to experience this. Staff ensure that pupils are rewarded frequently and have their achievements recognised in assemblies and house meetings. The pupils' high self-esteem is also underpinned by the variety of reward systems in place, including those for boarders who say that rewards are plentiful and that sanctions are few and not necessary as pupil's love of boarding ensures that they are respectful of rules and expectations. Pupils value the recognition of their achievements as rewards throughout the school are regularly celebrated during whole-school assemblies where pupils are given the opportunity to shine. This is fostered by the culture of affirmation and the ethos of the school. A very large majority of parents who responded to the pre-inspection questionnaire said that school promotes an environment which successfully supports their children's personal development.
- 4.3 Pupils exhibit strong decision-making skills and are consistently encouraged to exercise and be confident in these. The many efficient decisions that pupils make lay the foundations for the future and provide vital experience for self-management. Leaders ensure that expectations are high in all areas, including moral behaviour and work ethic. The expectations of the school are reinforced in assemblies and in PSHE lessons, and these underpin the decisions pupils make. Pupils ably demonstrated their understanding of different religious values as they chose their own ingredient for a Jewish recipe whilst adhering to the rules.
- 4.4 In interview, pupils said these standards will stay with them for life. The regular house meetings enable pupils to discuss together relevant matters and appreciate the impact of the decisions they make. These are a significant part of school life, valued by both pupils and staff.
- 4.5 Pupils have a deep sense of right and wrong. They understand and respect systems of rules and laws, and accept responsibility for their own behaviour including towards others. This is partly due to the pastoral system which is coherent and consistent across the school, which pupils confidently live by and value. Assemblies and discussions in PSHE lessons provide a strong platform to reinforce this whole-school ethos. This is seen in the boarding house in the minimal number of punishments, the pupils' understanding of the sanction and reward system, their openly taking responsibility for their own behaviour and the respect which they have towards others as witnessed through excellent relationships. The vast majority of parents and most pupils who responded to the questionnaire agreed that the school actively promotes good behaviour and encourages pupils to behave well.

- 4.6 Pupils' spiritual understanding is excellent and pervades all aspects of school life. Pupils value their experience in the chapel and the sense of community it creates. They display a profound sense of awe in the joy of learning and the opportunities that are afforded to them across school life. A joy of life permeates the school. The joyous singing, often heard, is exceptional and contributes well to this. Pupils enjoy the communal aspect of sharing their music with others, and staff regularly join in and share in the experience so cementing the bond between staff and pupils.
- 4.7 Pupils are extremely socially aware and so are able to work effectively with others, such as to solve problems and achieve common goals. They do this by talking and communicating, learning through mistakes, persevering and developing resilience, and being clear what the common goals are. This helps to sustain their excellent culture of respect and care that pervades the school. Pupils take on responsibilities in school conscientiously. They respond enthusiastically to the opportunities they are provided and they work well with others. Pupils demonstrate a mature understanding of their personal freedom and the decisions which they can take at each stage in their development. This is as a result of the genuine leadership opportunities, and due to boys receiving guidance for major positions of responsibility such as house captains, mentors and boarding 'uncles', as well as training for prefects. Older boys enjoy the opportunity to train and act as mentors for pupils new to the school.
- 4.8 Pupils are very much involved with the local community through charity and outreach work, and demonstrate considerable sensitivity towards those less fortunate than themselves. This is strongly encouraged by management, and pupils enjoy and rise to the opportunities to lead initiatives in supporting different local and national charities. There is a determination within the school that such charitable initiatives should be boy-led. Every year a number of individual pupils or groups of pupils raise money for a range of international charities through their own initiative, for example School Aid and Save the Rhino. The charity committee which is made up of pupils also encourages boys to suggest and discuss charities to whom donations involving fundraising should be given, as well as appropriate projects to raise these funds.
- 4.9 Pupils strongly value diversity within society and treat everyone equally. They display respect for and appreciation of their own and other cultures, and demonstrate sensitivity and tolerance to those from different backgrounds and traditions. This is evident in the way that overseas pupils feel included and welcome, in the friendships across cultures, through the constant group and pair work in class, through the charity work done, and through the way boys speak about other cultures. Pupils' outstanding awareness and appreciation of diversity is promoted by focused and committed staff who act as excellent role models in this regard, leaders' and governors' maintenance of the excellent pastoral care system, and the boarding house rules and expectations which are lived by all. An overwhelming majority of parents and most pupils who responded to the questionnaire said that the school actively promotes values of democracy, respect and tolerance of those with different faiths and beliefs.
- 4.10 Pupils know how to stay safe. They are confident in their knowledge and happily explain the rules and the reasons for them. Online safety is taken seriously by all age groups, and almost all pupils who responded to the questionnaire said that they understand how to keep safe when online. In interview, pupils said that the PSHE programme is informative and offers many opportunities for discussion that enable them to understand the need to stay fit and healthy, and be able to make sensible choices.

4.11 Pupils in interview expressed that they feel well prepared for the next stage of their education. Boarders said that the boarding experience increases their independence and personal skills in readiness for full-time boarding in senior schools. Outside speakers and regular opportunities for pupils to discuss essential transition concerns ensure their seamless move at all stages of school life. Throughout the school, a sense of enjoyment and togetherness permeates all that pupils do. The boarding experience for older pupils is a very strong factor in this and knits pupils together as a tight community body within the school. The positivity of the responses to both the parents' and pupils' questionnaires strongly confirms that the school meets pupils' pastoral and welfare needs effectively.