

# Caldecott Foundation School

## Inspection report

---

|                                |               |
|--------------------------------|---------------|
| <b>Unique Reference Number</b> | 119027        |
| <b>Local Authority</b>         | Kent          |
| <b>Inspection number</b>       | 339328        |
| <b>Inspection dates</b>        | 6–7 July 2010 |
| <b>Reporting inspector</b>     | James Bowden  |

This inspection of the school was carried out under section 5 of the Education Act 2005.

---

|  |   |
|--|---|
| <b>Type of school</b>                      | Special                                   |
| <b>School category</b>                     | Non-maintained special                    |
| <b>Age range of pupils</b>                 | 5–16                                      |
| <b>Gender of pupils</b>                    | Mixed                                     |
| <b>Number of pupils on the school roll</b> | 38  |
| <b>Appropriate authority</b>               | The proprietor<br>Angus Fraser            |
| <b>Headteacher</b>                         | Sharon McDermott                          |
| <b>Date of previous school inspection</b>  | 27 June 2007                              |
| <b>School address</b>                      | Station Road<br>Ashford<br>TN25 6PW       |
| <b>Telephone number</b>                    | 01303 815665                              |
| <b>Fax number</b>                          | 01303 815665                              |
| <b>Email address</b>                       | caldecottschool@caldecottfoundation.co.uk |

---

|                          |               |
|--------------------------|---------------|
| <b>Age group</b>         | 5–16          |
| <b>Inspection dates</b>  | 6–7 July 2010 |
| <b>Inspection number</b> | 339328        |

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2010

## Introduction

This inspection was carried out by one additional inspector. He visited five lessons, seeing six of the 10 teachers present during the two days. Meetings were held with the headteacher, the chair and vice-chair of the board of trustees, the chair of the education committee, the heads of education and care, the lead teachers for English, mathematics and information and communication technology, the special education needs coordinator, and the speech and language therapist. In addition, the inspector had a formal discussion with a group of pupils and individual conversations with many others. The inspector also looked at teachers' planning and assessment records, as well as a sample of pupils' subject work. The inspector analysed questionnaires from five parents and carers, 13 pupils and 17 staff.

The inspector reviewed many aspects of the school's work. He looked in detail at the following:

- the progress and achievement of all pupils
- whether teaching is sufficiently challenging for all pupils
- the full picture of attendance and authorised/unauthorised absence of pupils over time
- the effectiveness of leadership and management across the school.

## Information about the school

The school is an integral part of the Caldecott Foundation and provides for pupils with highly challenging behavioural, emotional and social difficulties. Pupils come from across the United Kingdom and Ireland. The majority of pupils live within the Caldecott Foundation residential housing or fostering for 52 weeks per year. Two pupils live in for 38 weeks per year and 11 are day pupils, nine of whom are in foster care external to the Caldecott Foundation. Virtually all pupils are looked after by local authorities. Currently, there are almost twice as many boys as girls on roll. The large majority of pupils are of White British heritage, the others being from a variety of minority ethnic backgrounds. Nearly all have a statement of special educational needs, mainly for behavioural, emotional and social difficulties but also in some cases for speech, language and communication needs. The headteacher has overall responsibility for care and education within the Foundation.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

### Main findings

The school provides a good quality education. It meets its core aim of enabling young people to achieve their true potential through positive learning experiences within a safe, friendly and stimulating environment of high expectations. Underpinning this is the headteacher's drive to improve low standards. Pupils now study for GCSE accreditation before they leave at the end of Year 11 and there is a focus, whenever possible, on reintegrating younger pupils back into mainstream education.

A significant strength of the school is the highly effective collaborative working relationships with other areas of the Caldecott Foundation, as well as with an extensive range of other professionals and specialist agencies to support pupils' progress and well-being. As a result of the introduction of a '24-hour' curriculum, supporting both academic and personal progress, there is now an effective integrated approach from both residential and education staff for its implementation. There is a specific focus on the key skills of literacy, numeracy and information and communication technology (ICT), and a single individual education plan for each pupil sets targets to support their progress in these aspects. Although these skills are currently being assessed in English, mathematics and discrete ICT lessons, the school recognises that they are not yet being assessed across all aspects of pupils' work. A further strength of the school is the high quality care, guidance and support for each pupil, including the most vulnerable. All are supported in very specific ways and looked after in a safe, healthy and caring environment.

Pupils are achieving well across the school because of the total education and support package offered. On entry, some pupils are not ready to learn because of their particular special needs, previous experience of mainstream education and poor attendance. Placement in the nurture group for those needing extra support settles them down and rekindles their interest in learning. This arrangement helps pupils to move into classes where learning is more structured so as to reflect that in mainstream schools, including lessons in specialist rooms. At the end of the last academic year, all those leaving in Year 11 moved on to further education or training. All pupils passed a range of GCSE examinations and some gained higher-grade passes in mathematics and physical education.

In lessons, pupils enjoy their learning, particularly when they are actively involved. This was evident in an art lesson where they were planning their sculpture project. Pupils are involved fully within the school and Foundation community, for example through the school's horticulture project, as well as the wider community, through supporting the Foundation's fundraising efforts by performing at the Royal College of Music in London. In addition, they have been involved in a project with a restaurant in London, which

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

helped them created new menus for school lunches. Pupils have also raised money to support a school in Surin, Thailand. This supports their personal development very well. Teaching is good and is underpinned by careful planning, related well to the individual needs of pupils, ensuring these are met through a variety of challenging activities. As a result, learning is good, as is the progress all pupils make in their lessons. Although teachers have a wealth of assessment data on individual pupils, there is insufficient analysis and use of this information to plan future whole-school strategies in relation to teaching and learning. The good curriculum reflects that taught in mainstream schools and enables older pupils to follow a range of accredited courses, thus improving their chances of moving on to college courses.

To support her drive for improvement, the headteacher's new leadership and management structure includes a quality assurance and safeguarding manager and three new subject leaders. In addition, the dedicated governing body for the school has been replaced by the Foundation's board of trustees, and includes its education committee. However, the impact of some of these changes has not yet been fully realised. Accurate and effective self-evaluation has resulted in good quality planning, with a focus on continuing to improve pupils' outcomes. This has contributed well to improvement since the last inspection, as well as identifying strategies to move the school onwards and upwards further. In light of this, the school has good capacity to continue to improve.

**What does the school need to do to improve further?**

- Analyse and use assessment data more effectively to inform future strategies for teaching and learning.
- As part of the newly introduced '24-hour' curriculum, assess pupils' progress in the key skills of literacy, numeracy and ICT across all areas of their work in both education and care provision.

**Outcomes for individuals and groups of pupils****2**

As a result of the calm yet purposeful support from all adults in the school, pupils are safe, learn to persevere in lessons and develop their independent learning skills. They benefit greatly from working in small groups where they receive focused and individual attention. In lessons, all pupils are able to consolidate and build on previous learning and make good progress over time in relation to national guidance for pupils with special educational needs and/or disabilities. In a mathematics lesson, pupils effectively grasped the idea of loci and the meaning of related terminology, such as 'bisect, perpendicular, parallel' and 'equidistant'. In English displays, a range of Haiku poems composed by pupils provide evidence of their good progress. In a physical education lesson, all cooperated well and improved their knowledge and understanding of the individual and team skills necessary for playing a competitive game of rounders. All shook hands with the opposing team respectfully at the end.

All staff are adept at managing pupils' behaviour, which can be challenging at times.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**  
Please turn to the glossary for a description of the grades and inspection terms

However, when there are outbursts, the learning of others is not disrupted unduly. Although a few need to leave the classroom under supervision, they return quite quickly with a more positive frame of mind and ready to continue learning. A few are beginning to recognise triggers for inappropriate behaviour and discover a range of calming strategies to help themselves stay on task. In these instances, pupils respond really well to sensitive intervention from adults. Pupils are confident in approaching adults for help and say that the school sorts out any problems quickly.

As well as eating healthily and developing their understanding of this, pupils participate in a wide range of physical activities during the school day and as part of a variety of enrichment activities, both on and off site. Pupils' attendance, when compared with that in their previous mainstream schools, increases considerably as they rekindle their enthusiasm for learning at Caldecott. They are active participants in the school council and 'have your say' meetings, thus contributing their own views as to their experiences at school. They are well prepared for the next stage of their education.

Pupils in Year 11 are particularly positive about their time at the school. One told the inspector how he was now looking forward to moving into semi-independent Foundation accommodation and starting a college course in September. Another was seen clearly enjoying his work experience with the house and grounds staff before he, too, would move on to college.

*These are the grades for pupils' outcomes*

|   |          |
|---|----------|
| <b>Pupils' achievement and the extent to which they enjoy their learning</b>  | <b>2</b> |
| Taking into account:  |          |
| Pupils' attainment <sup>1</sup>   | 4        |
| The quality of pupils' learning and their progress  | 2        |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress                      | 2        |
| <b>The extent to which pupils feel safe</b>   | <b>2</b> |
| <b>Pupils' behaviour</b>  | <b>3</b> |
| <b>The extent to which pupils adopt healthy lifestyles</b>  | <b>2</b> |
| <b>The extent to which pupils contribute to the school and wider community</b>  | <b>1</b> |
| <b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> | <b>2</b> |
| Taking into account:  |          |
| Pupils' attendance <sup>1</sup>   | 3        |

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

|  |          |
|--|----------|
| <b>The extent of pupils' spiritual, moral, social and cultural development</b> | <b>2</b> |
|--|----------|

## How effective is the provision?

The collaborative approach and teamwork of all adults in lessons, as well as around the school, underpins the quality of teaching and the good progress pupils make. In addition, a number of pupils are provided with additional specialist help to support their learning and communication needs. Teachers use the 'B-squared' assessment system well to identify the progress made by pupils. This then underpins planning of lessons to ensure that the individual needs of pupils are fully met. In another mathematics lesson, for example, a range of different resources were provided for pupils. Although teaching assistants are effective in their support for individuals, there are occasions when their use of questioning is off-putting. One pupil commented to a teaching assistant, 'You're making things too complicated.' Staff use ICT effectively to enhance teaching and enliven learning. Praise and encouragement are never overly effusive but positively encouraging.

The strength of the curriculum is how well it supports pupils' academic and personal development. The development of a horticultural-based course has added variety and interest to pupils' learning. In discussion with the inspector, one pupil proudly explained which vegetables he was growing and how much he enjoyed this activity. A broad range of enrichment activities enlivens the curriculum, both within the school and as part of visits off-site. The school's most recent enrichment day, for example, was a 'business enterprise' day. Links with other schools are used to broaden the range of GCSE courses on offer to pupils. The school rightly recognises the need to offer more vocational courses to add further breadth to the curriculum.

Pupils' health and well-being are at the forefront of the school's strong ethos of care. All staff are committed to ensuring the best possible outcomes for pupils. A carefully managed and executed programme of annual reviews is effective in supporting pupils as they move through the school and when they leave for the next stage of their education or for reintegration back into mainstream school. Procedures for raising attendance rates have improved the overall average and have resulted in reducing unauthorised absence considerably. Integrated working between education and residential staff allows staff, who work across the school and care, to have a broader knowledge and understanding of the range of needs that individual pupils have in a range of settings. This has resulted in more effective planning and support for pupils.

*These are the grades for the quality of provision*

|  |          |
|--|----------|
| <b>The quality of teaching</b>   | <b>2</b> |
| Taking into account:<br>The use of assessment to support learning  | 3        |
| <b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b> | <b>2</b> |
| <b>The effectiveness of care, guidance and support</b>   | <b>1</b> |

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## How effective are leadership and management?

As a result of the headteacher's drive for improvement, there is now a good focus on monitoring and evaluating the quality of teaching, as well as on pupils' learning. The school's records show teaching has improved. This was confirmed by the inspection. The school works hard and successfully to engage parents and carers and keeps them informed of their child's progress. Consequently, they are appreciative of the school's work. One wrote, 'I will always be grateful to Caldecott for what they have done for my child and us as a family.' The school is highly effective in ensuring that all have equality of opportunity, as it is in tackling racial discrimination, which results in a good ethos for inclusion and good progress for all pupils. The board of trustees and the school work well together to ensure safeguarding procedures and practices are effective and reflect current good practice. This also underpins the school's outstanding care, guidance and support for pupils. The school is effective in promoting community cohesion, which is reflected in curriculum planning and the opportunities afforded pupils, and enhances their good spiritual, moral, social and cultural development.

*These are the grades for leadership and management*

|  |          |
|--|----------|
| <b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>  | <b>3</b> |
| Taking into account:<br>The leadership and management of teaching and learning   | 2        |
| <b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b> | <b>2</b> |
| <b>The effectiveness of the school's engagement with parents and carers</b>  | <b>2</b> |
| <b>The effectiveness of partnerships in promoting learning and well-being</b>  | <b>1</b> |
| <b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>   | <b>2</b> |
| <b>The effectiveness of safeguarding procedures</b>  | <b>2</b> |
| <b>The effectiveness with which the school promotes community cohesion</b>   | <b>2</b> |
| <b>The effectiveness with which the school deploys resources to achieve value for money</b>  | <b>2</b> |

## Views of parents and carers

All of the very small number of parents and carers who returned the questionnaire are pleased with the overall provision at the school. In particular, they believe that they are well informed of the progress their children make. This inspection confirms these views. As a result of pupils' previous experiences in mainstream schools and their particular



**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

special needs, it is understandable that some parents and carers feel their children do not enjoy school.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Caldecott Foundation School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspector received five completed questionnaires by the end of the on-site inspection. In total, there are 38 pupils registered at the school.

| Statements  | Strongly Agree |    | Agree |    | Disagree |    | Strongly disagree |   |
|---|----------------|----|-------|----|----------|----|-------------------|---|
|   | Total          | %  | Total | %  | Total    | %  | Total             | % |
| My child enjoys school  | 1              | 20 | 2     | 30 | 2        | 40 | 0                 | 0 |
| The school keeps my child safe  | 1              | 20 | 4     | 80 | 0        | 0  | 0                 | 0 |
| The school informs me about my child's progress   | 4              | 80 | 1     | 20 | 0        | 0  | 0                 | 0 |
| My child is making enough progress at this school   | 2              | 40 | 2     | 40 | 1        | 20 | 0                 | 0 |
| The teaching is good at this school   | 2              | 40 | 3     | 60 | 0        | 0  | 0                 | 0 |
| The school helps me to support my child's learning  | 2              | 40 | 3     | 60 | 0        | 0  | 0                 | 0 |
| The school helps my child to have a healthy lifestyle   | 2              | 40 | 3     | 60 | 0        | 0  | 0                 | 0 |
| The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment) | 2              | 40 | 3     | 60 | 0        | 0  | 0                 | 0 |
| The school meets my child's particular needs  | 1              | 20 | 4     | 80 | 0        | 0  | 0                 | 0 |
| The school deals effectively with unacceptable behaviour  | 1              | 20 | 4     | 80 | 0        | 0  | 0                 | 0 |
| The school takes account of my suggestions and concerns   | 2              | 40 | 3     | 60 | 0        | 0  | 0                 | 0 |
| The school is led and managed effectively   | 1              | 20 | 4     | 80 | 0        | 0  | 0                 | 0 |
| Overall, I am happy with my child's experience at this school   | 2              | 40 | 3     | 60 | 0        | 0  | 0                 | 0 |

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

| Grade   | Judgement    | Description  |
|---------|--------------|--|
| Grade 1 | Outstanding  | These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.  |
| Grade 2 | Good         | These are very positive features of a school. A school that is good is serving its pupils well.  |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.  |
| Grade 4 | Inadequate   | These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. |

### Overall effectiveness of schools

| Type of school       | Overall effectiveness judgement (percentage of schools) |      |              |            |
|----------------------|---|------|--------------|------------|
|                      | Outstanding   | Good | Satisfactory | Inadequate |
| Nursery schools      | 51  | 45   | 0            | 4          |
| Primary schools      | 6   | 41   | 42           | 10         |
| Secondary schools    | 8   | 34   | 44           | 14         |
| Sixth forms          | 10  | 37   | 50           | 3          |
| Special schools      | 32  | 38   | 25           | 5          |
| Pupil referral units | 12  | 43   | 31           | 14         |
| All schools          | 9   | 40   | 40           | 10         |

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

|                            |  |
|----------------------------|--|
| Achievement:               | the progress and success of a pupil in their learning, development or training.  |
| Attainment:                | the standard of the pupils' work shown by test and examination results and in lessons.   |
| Capacity to improve:       | the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.   |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.   |
| Learning:                  | how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.   |
| Overall effectiveness:     | <p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul> |
| Progress:                  | the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.  |

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



9 July 2010

Dear Pupils

Inspection of Caldecott Foundation School, Ashford TN25 6PW

I recently visited your school to see how well you are getting on and whether I could suggest anything to make things better. I was much impressed by the way you all welcomed me. I enjoyed meeting and chatting to you as individuals, as well as being able to have a more formal chat with a small group of you. I hope that those of you who visited Dover Castle on the second day of my visit had a good time and that you enjoyed your annual sports day activities. I have decided the school is good overall because:

- you all make good progress in your learning and personal development
- in lessons, teachers and other adults give you all the help and support they can
- the school enables you to gain GCSE qualifications and to move on to further education at the end of Year 11
- all the staff care for you really well, have your best interests at heart and make sure you are safe
- the school works really well with lots of other professionals to support you
- you are able to join in lots of activities in the school and the local community, as well as raising money to support charities
- the headteacher leads the school well and has plans to keep making things even better for you.

I think the school could be even better and I have asked the headteacher to:

- use the assessment data the school has about your individual progress more effectively
- assess your progress in literacy, numeracy and ICT across all subjects and in both the school and the boarding houses.

Finally, I would like to wish all of you the very best for your future.

Yours sincerely

James Bowden

Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**