School inspection report

21 to 23 November 2023

Harestone Valley Road

Caterham

1. The school's leaders understand well their responsibility to promote pupils' wellbeing. Leaders have developed strategies that support the school in its objective to provide pupils with an environment in which they are challenged to be the best they can be.

2. Pastoral care underpins the academic, extra-curricular and sporting achievements pursued by the school. A small thriving boarding community contributes to the richness of school life, expanding the educational opportunities of day pupils as well as of boarders. Governors' planning begins and ends with the school's pupils, whose current and long-term wellbeing is central to policy, practice and development decisions.

3. The governing body is actively involved in the life of the school. Governors carry out on-going quality assurance of the work of leaders and managers. The scrutiny of school life, undertaken by a range of governor committees, is comprehensive. The board audits governors' skills to identify areas that could be enhanced. The board uses external experts to support, when necessary, the discharge of occasional specific responsibilities.

4. Teaching engages and generates intellectual interest and ambition among pupils at a high level. This is a significant strength. As a result, pupils develop a strong love of learning, for its own sake.

5. Leaders have created an atmosphere and culture that very successfully promotes pupils' self-knowledge, self-esteem and self-confidence. This culture enables pupils not to worry about what others think about them, to be ambitious and to be thoroughly respectful of each other. This is a significant strength.

6. The school uses data effectively to support the pupils in their achievements, providing effective feedback where required in most cases. This is being developed to ensure that all pupils receive tailored support by their teachers.

7. The management of safeguarding is effective. Mitigating risks is part of the school's safeguarding culture and it is everyone's responsibility. Recorded incidents are analysed in detail to ensure pupils are safeguarded appropriately. Numerous ways are provided for pupils' voices to be listened to. Staff are well trained in effective listening skills and safeguarding, enabling them to support pupils within the whole school community.

8. School leaders are knowledgeable and forward looking, actively promoting pupils' wellbeing both pastorally and academically, including in boarding. Leaders ensure that they communicate the school's aims to parents and pupils, and articulate them through the ethos of school life. Leaders skilfully and systematically, through a detailed management plan and self-evaluation, ensure that these aims are fulfilled by practices in all areas of the school. Leaders create policies and procedures that suit the context of the school and provide effective oversight and monitoring of them.

9. Leaders ensure that teaching offers high levels of intellectual engagement. Leaders are innovative and dynamic in their approach to promoting learning. The curriculum is highly regarded by pupils and very successful in promoting a love of learning. Leaders place great emphasis on enabling pupils to be confident and comfortable in themselves. A bespoke whole-school information system provides a record of all academic and pastoral matters. This helps staff to support and monitor pupils during their school life, creating tailored plans to meet individual pupils' needs.

10. Leaders make sure that they are easily accessible to parents and deal with any concerns they have promptly and with care. Complaints are recorded and responded appropriately and in line with the policy. Leaders demonstrate that they have the relevant knowledge and skills to fulfil their responsibilities effectively.

11. Pupils feel safe and secure in school and well supported in all aspects of school life. Leaders and managers provide extensive opportunities for pupils to discover and develop their aptitudes and talents, making informed choices about their current and future aspirations and career paths.

12. The school fulfils its duties under the Equality Act 2010 and has an effective and well-monitored accessibility plan, supporting pupils, staff and visitors access to the school. Teachers, staff and governors are well trained and have appropriate skills to carry out their roles. The governing body regularly undertakes a skills audit to ensure that, between them, governors have all the skills and

14. The curriculum is wide ranging and ambitious. Leaders have introduced 'EDGE' and 'learning to

21. Leaders provide a wide range of co-curricular opportunities. These have a positive impact both on pupils' mental and physical development and on their wellbeing. Leaders ensure that opportunities in, for example, sport, drama or music are available to all pupils while ensuring that pupils with talents are given the chance to excel. The recreational programme develops skills for pupils of all abilities. Access to extensive facilities in sport and the preforming arts contributes to pupils' high levels of performance. School sports teams frequently compete in national competitions.

22. Leaders have instigated a wellbeing programme that is comprehensive and appropriate to pupils' ages. It successfully equips pupils with a sophisticated understanding and respect for difference and diversity. Pupils develop knowledge and understanding of British public institutions and fundamental values. The programme helps to develop well rounded and informed young people.

23. In line with the school's ethos of embedding mutual respect, staff generate an atmosphere and culture that empowers pupils to be their true selves. Differences are celebrated and pupils value each other equally. Staff encourage pupils to be ambitious and to be respectful of each other. Pupils

30. The innovative 'EDGE' curriculum and 'learning for life' course, promote pupils' preparation for life

35. Leaders prioritise safeguarding. Both day and boarding pupils feel safe at school. Pupils feel safe to talk to staff about sensitive or complex issues.

36. Leaders have ensured that, through effective and frequently updated training, staff understand

Caterham School

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30 April to 2 May 2019

39. Caterham School is a co-educational day and boarding school located in Caterham, Surrey. The school is part of the Caterham family of schools, with a preparatory school situated on the same site. The two schools share some facilities. It is a charitable trust overseen by a board of trustees. Since the previous inspection, a new chair of governors was appointed in 2022.

The Department for Education is the regulator for independent schools in England.

ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.

ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.

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