

**INDEPENDENT SCHOOLS COUNCIL
(ISC)**

INSPECTION OF

COLFE'S PREPARATORY SCHOOL

By the

**INDEPENDENT SCHOOLS INSPECTORATE
(ISI)**

On

13th – 16th November, 2006

INDEPENDENT SCHOOLS INSPECTORATE

INSPECTION REPORT ON

Colfe's Preparatory School

The senior school was inspected at the same time and a separate report published.

Full Name of the School	Colfe's Preparatory School
DfES Number	203/6293
Registered Charity Number	1109650
Address	Horn Park Lane, London SE12 8AW.
Telephone Number	020 8852 0220
Fax Number	020 8297 2941
Email Address	Prep@colfes.com
Headmaster	Richard Russell
Chairman of Governors	David Curtis
Age Range	3 – 11
Gender	Mixed
Inspection Dates	13th – 16th November, 2006

This inspection report follows the framework laid down by the Independent Schools Inspectorate (ISI). The inspection was carried out under the arrangements of the Independent Schools Council (ISC) Associations for the maintenance and improvement of the quality of their membership. It was also carried out under Section 162A(1)(b) of the Education Act 2002, as amended by the Education Act 2005, under the provisions of which the Secretary of State for Education and Skills has accredited ISI as the body approved for the purpose of inspecting schools belonging to ISC Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2003.

The inspection does not examine the financial viability of the school or investigate its accounting procedures. The inspectors check the school's health and safety procedures and comment on any significant hazards they encounter: they do not carry out an exhaustive health and safety examination. Their inspection of the premises is from an educational perspective and does not include in-depth examination of the structural condition of the school, its services or other physical features.

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1. INTRODUCTION

Characteristics of the School

- 1.1 Colfe's has its origins in the 15th century, in Richard Walker's Charity linked to Lewisham parish church. The current school dates from 1652, as a result of a benefaction from Abraham Colfe who was a governor of the school. At his death the Leathersellers' Company became trustee and have remained closely associated with the school ever since. A majority of the members of the governing body, including the Master, belong to the Leathersellers' Company and the Vicar of St Mary's Lewisham is also a governor. The school became independent in 1977, having moved to its present suburban site in the London Borough of Greenwich after the Second World War.
- 1.2 The Preparatory School opened on this site in 1977, moving into its own purpose-built premises in 1986, and the nursery and pre-preparatory school followed in 1992. In 2006, the pre-prep (age 3 to 7) and the prep (age 7 to 11) were combined within a single management structure for the Preparatory School. There are 347 pupils in the school, from nursery to Year 6, with 202 boys and 145 girls. Pupils usually join the school at the age of three, four or seven. Twenty children attend full-time in the nursery. There are two forms in each year group from reception to Year 2, and three forms in each year from Year 3 to Year 6. There is a selective entry exam for pupils joining from other schools at the age of 7. The average ability of pupils is above the national average. Results above the average for all maintained primary schools would therefore be expected in the national tests taken by pupils at the age of 11.
- 1.3 The school draws pupils from the surrounding area of South East London. It has pupils from many different ethnic backgrounds, but almost all speak English as their principal language. Sixty pupils receive individual learning support.
- 1.4 More than three-quarters of the pupils transfer to the Senior School, which became fully co-educational in 2001, where they make up around half of the Year 7 intake. The Preparatory School and the Senior School buildings are set at either end of spacious 15 acre grounds. A number of facilities on the main site, including the sports hall, swimming pool and dining hall are therefore shared between the two schools, as well as a nearby sports field owned by the school.
- 1.5 The Preparatory School sets out 'to inspire all our boys and girls to discover their talents and make the most of them'. It aims to provide a rounded education and teaching and learning that is exciting and purposeful, encouraging academic excellence and enthusiasm for learning. It seeks to foster self-reliance, self-discipline and self-confidence in pupils, and to work closely with parents.
- 1.6 The Preparatory School has not previously been inspected.
- 1.7 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. THE QUALITY OF EDUCATION

The Educational Experience Provided

- 2.1 The school sets out to provide a well-rounded education, fostering enthusiasm and pursuing high standards in learning. This is exactly what it does. Pupils gain a wide range of skills in following a broad and balanced curriculum that is much enriched by extra-curricular activities.
- 2.2 Children make an excellent start in nursery and reception where the curriculum is richly and imaginatively tailored for this age group. Throughout the school, skills in literacy and numeracy are established thoroughly, providing strong foundations for later learning. Pupils gain knowledge, skills and understanding across all subjects. They have many opportunities to work practically, to investigate and to solve problems.
- 2.3 Pupils develop creatively, expressing themselves with zest and imagination in writing and also in art. They develop performance skills in speaking to an audience, and in making music with abundant energy and enjoyment. The school makes excellent provision for physical education, benefiting from the facilities available on the shared site.
- 2.4 An extensive and impressive range of extra-curricular activities is available to pupils, and this is seen by parents as a major strength of the school. In the pre-prep a number of clubs are on offer after school, as well as separate provision for before and after-school care. The clubs provided at this age offer a range of activities, although the quality varies. Pupils in the prep are expected to participate in at least two clubs a week and they do so with enthusiasm. The clubs, run by staff as well as external specialists, complement the curriculum well and are of a high standard. They broaden opportunity, sparking interest and fostering talent in many areas, including sport, dance, music, art and literature. Pupils greatly enjoy these clubs and they like the fact that boys and girls have equal access to sports such as netball and football. The strength of extra-curricular provision contributes to pupils' all-round development, and to the quality of relationships within the school.
- 2.5 Pupils learn French for one period a week from Year 3, and it is also available as a club in the pre-prep. Pupils gain confidence and enjoyment in oral French, but planning for continuity and progression in modern foreign languages across the Prep School and into the Senior School is not well developed.
- 2.6 Schemes of work are now in place for all subjects and regularly reviewed. Art and design, and design and technology, alternate each half term for each class. Some parents have had concerns about the status of design and technology, but the curriculum is coherently planned and current work in the subject is of good quality.
- 2.7 Effective support is provided where a pupil has a statement of special educational need. Additionally, sixty pupils receive tuition within the school timetable from the learning support teachers. This support is well organised and carefully matched to pupils' needs, providing essential tools for learning and building pupils' confidence. The 'contact book' that links the support given at home and at school works well.
- 2.8 There is a separate co-ordinator for each subject in the pre-prep and the prep. Regular meetings have been introduced between the 'core co-ordinators' for English, mathematics and science. These are giving greater direction to planning for curriculum development across the school. Termly meetings have also been instigated between Prep School subject co-ordinators and Senior School heads of department, to strengthen liaison between teachers and continuity for pupils when they transfer. The school recognises that there is more to be done

at the interface between the Prep School and the Senior School, to share good practice and specialist expertise, to map out clear pathways within subjects, and to maximise pupils' progress at each stage.

- 2.9 The school meets the regulatory requirements for the curriculum [Standard 1].

Pupils' Learning and Achievements

- 2.10 Pupils learn and achieve well. The school aims to promote self-reliance, self-discipline and self-confidence, with the intention of building attitudes to learning that will give pupils a good start in life. It is successful in doing this. Pupils' approach to learning is spirited, energetic and enquiring. They want to know more.
- 2.11 Pupils make good progress in nursery and reception. By the end of this stage, their learning exceeds the national goals for early learning in all areas of the curriculum. Pupils' attainment in national tests at the age of 11 is good in relation to their abilities. Results over the last three years have been well above the average for all maintained primary schools in English, mathematics and science. The school is also introducing a system to evaluate pupils' progress over each year. This indicates that pupils are, for the most part, making good progress in each year group in relation to their ability, and their prior attainment.
- 2.12 Pupils are knowledgeable and articulate. They listen attentively and speak confidently. They have a strong grasp of basic skills in literacy and numeracy and apply these skills within a wide range of work. Pupils read fluently and write accurately and creatively. They develop good skills in mental arithmetic. Many take pleasure in grappling with mathematical problems, although some within the mixed ability classes are rather more tentative. Pupils acquire skills systematically in information and communication technology (ICT). They apply these from time to time in word-processing their work and frequently use the internet for research. However, planning for the use of ICT as a tool for learning across the curriculum is not extensive.
- 2.13 Homework supports learning well. In addition to routine exercises to reinforce learning, it often gives pupils the chance for more extensive development of their work or for researching around a topic. Pupils talk with pride of work they have done at home, building on what has been started in school. This is seen in the high quality of some sustained, creative writing, such as diaries about being an air-raid warden in the Second World War.
- 2.14 Pupils learn to predict, evaluate, question and analyse. They are encouraged to think and to explore beyond the obvious. Pupils relish a challenge, and are eager to compete and also to collaborate. The school's reward system engenders a high level of motivation for individuals and groups.
- 2.15 Pupils' behaviour in lessons is usually excellent and this underpins effective learning. They settle quickly and apply themselves well, showing concentration and perseverance. Pupils enjoy learning and are keen to succeed. They learn to be learners and this stands them in good stead for the future.

Spiritual, Moral, Social and Cultural Development of Pupils

- 2.16 The school is highly successful in developing pupils' spiritual, moral, social and cultural awareness. This is a major strength of the school. From the start in the nursery, children are helped to grow as people, as learners, and as members of the school community.
- 2.17 The school nurtures awareness of spiritual values. Colfe's is a church foundation school and there are close links with St Mary's Church, Lewisham. Religious studies is timetabled for

all classes and includes the study of Christianity as well as other world religions. Assemblies explore questions with a spiritual dimension, encouraging pupils to wonder about the world. For example, a prep assembly posed the question: 'when will we know everything?' and also asked pupils to think about how music affects our feelings.

- 2.18 Pupils develop a strong moral sense and understanding of what is right and wrong. The school operates a positive and active reward system that is valued by the pupils. 'Plusses' and 'credits' are awarded for good work and also for behaviour and good manners. These go towards the overall total of credits for individuals and houses. Sanctions for poor work and behaviour are seen as fair. The house system encourages contribution to the team, and the celebratory tea at the end of each term for the winning house features strongly in pupils' minds. Pupils know and understand the straightforward school rules. They recognise the importance of treating people and property with respect.
- 2.19 Pupils are aware of their social responsibilities within the school and the wider community. They work together well in lessons. Pupils readily take on responsibilities and carry out jobs that help the smooth running of the school. In the pre-prep, Year 2 pupils develop a sense of responsibility in operating a buddy system; they are chosen to give help if there is an accident or if a child appears to be unhappy. All pupils in Year 6 have the opportunity to be a prefect or house monitor.
- 2.20 The school council meets every few weeks, with democratically elected representatives from each form in the prep. They identify and discuss changes to school life, recently proposing and gaining more play equipment. Pupils all know the issues under discussion, for example responding to a questionnaire about cycling to school, as part of a consideration of the need for bicycle sheds. The processes of the school council provide a useful exercise in citizenship.
- 2.21 Pupils are regularly involved in charity events. As well as giving, they learn about why their contribution matters, as when raising money for a hospital where a pupil had been treated, or for a riding school for the disabled. Through a wide range of activities, pupils develop insight into the needs of people in their local community and further afield.
- 2.22 Lessons and extra-curricular experiences broaden pupils' horizons, developing awareness and respect for different cultural traditions. The school has pupils from many different backgrounds. They play and work together harmoniously, showing an interest in each other and accepting difference. Parents from the Jewish and Hindu faiths have been involved in speaking with children about festivals and customs. Dances from other countries are practised in the popular circle, square and line dancing club. The school sponsors a boy who lives in Thailand. All this feeds a lively curiosity amongst pupils about the wider world and other places and people.
- 2.23 The school meets the regulatory requirements for the spiritual, moral, social and cultural development of pupils [Standard 2].

The Quality of Teaching (Including Assessment)

- 2.24 The school provides high quality teaching. In lessons observed during the inspection, teaching was mainly good, sometimes outstanding and never less than satisfactory. Teachers have high expectations of pupils. They set a good pace in lessons and they use a variety of teaching methods that involve and challenge pupils. This leads to good progress in learning.
- 2.25 Children receive excellent teaching in nursery and reception. The staff are very skilful in extending learning in the course of interesting activities that engage and absorb children.

- They talk with the children very purposefully, building their knowledge and understanding and mastery of skills. Assessment is used extremely well to chart each child's progress in learning.
- 2.26 Across the school, teachers engage pupils' interest, stimulate their curiosity and feed their thirst for knowledge. Teachers are knowledgeable and enthusiastic and ask questions well to guide learning. They harness pupils' enjoyment of competition and teamwork in games and quizzes where pupils are often on the edge of their seat, eyes alight, as they respond to a challenge. Resources are used imaginatively, and teachers are beginning to use interactive whiteboards with increasing effectiveness as a tool to aid teaching and learning.
- 2.27 Teaching encourages participation, and discussion is often stimulating and thought-provoking. For example, pupils in Year 5 talked about how words and pictures evoke feelings, in comparing stories about orphans. There was a spontaneous 'oh, yes!' as they realised how pictures could be open to different interpretation. Pupils are often asked to share ideas with a partner, as when pupils in Year 2 discussed what they thought was inside a plastic-coated wire, and this keeps them involved and thinking. Individual whiteboards are used, for instance in mathematics, to ensure that all pupils 'have a go' at responding to questions.
- 2.28 Coverage of the curriculum is well planned, but the planning of lessons does not consistently take account of differences in pupils' attainment. In some cases, planning includes extension work for the most able, or evaluates previous learning to pinpoint where additional support or challenge is needed. The school has identified that 'differentiation', the matching of work to different abilities, is an area for further development across the school. Teachers know pupils well and expect them to do their best. However, there is not always specific consideration of what different pupils might be expected to achieve or of how to help them do so.
- 2.29 Teachers mark pupils' work with reference to the school's marking policy. There are examples of marking being used well to stimulate and extend learning, but there is wide variation in the extent to which marking provides useful feedback, improves learning and guides subsequent teaching.
- 2.30 Standardised assessments are used across the school to monitor pupils' progress, to identify where learning support is needed, and to set targets for the future. This assessment gives information about attainment in relation to national norms and also shows the pace of progress by individual pupils. The senior management team is beginning to work with teachers to interpret this data and to tease out the implications for teaching. This is recognised as an area for further development. There is also work to be done in ensuring that information from assessment is used effectively to inform teaching and expectations of pupils when they transfer to the Senior School.
- 2.31 Excellent relationships between teachers and pupils create very good conditions for teaching and learning. Teachers establish clear routines and expect pupils to listen, to contribute and to concentrate. Because teaching for the most part is lively and interesting, pupils become caught up in the excitement of learning. This is reflected in exemplary attitudes and behaviour in many lessons.
- 2.32 The school meets the regulatory requirements for teaching [Standard 1].

3. THE QUALITY OF CARE AND RELATIONSHIPS

The Quality of Pastoral Care, and the Welfare, Health and Safety of Pupils

- 3.1 Pastoral care is a major strength and the school takes great care of pupils' welfare, health and safety. Parents speak highly of the school's provision for pastoral care. Pastoral arrangements are comprehensive, regularly reviewed and updated as necessary.
- 3.2 The quality of pastoral care is rooted in the strength of relationships between pupils and staff. There is very close attention to the needs of children from the beginning in the nursery, and young children's personal, social and emotional development is nurtured very effectively.
- 3.3 Staff are well aware of their pastoral responsibilities. These are clearly set out in the staff handbook and reinforced through training and the mentoring of new staff. Form teachers are at the forefront of the pastoral care system, and the welfare of individual pupils is a central focus in regular staff meetings. There is an effective anti-bullying policy and pupils are confident that there are adults to turn to with any problem. They also have the opportunity, should the need arise, to meet with a fully qualified school counsellor.
- 3.4 The school's procedures for promoting good discipline and behaviour are clear and effective. The system of rewards and sanctions focuses on bringing the best out of pupils. In the prep, the house system fosters pride in the team and interaction across the year groups. Prefects take responsibility for looking after children in the playground, and pupils say that they readily give help when it is needed. In the pre-prep, the 'buddy' system is reassuring for pupils. Support staff who supervise at lunchtime and at the start and end of school are integral to the school community. They help systems to run smoothly and have a clear eye to pupils' safety.
- 3.5 The required checks are made on adults working at the school, in order to safeguard pupils. Effective child protection procedures are in place and staff are well trained in their duties. A designated child protection officer serves both the Prep School and the Senior School. This is being kept under review to ensure that the needs of the pre-prep and prep are fully met. Lists of staff qualified in first aid are displayed and pupils have access to the school nurse, based in the Senior School. There are suitable arrangements for looking after pupils who are ill at school. Registration is conducted properly.
- 3.6 All necessary measures are in place to reduce the risk from fire. The fire alarm system is tested weekly and fire drills are held at least once every term. A comprehensive health and safety document covers all areas and departments within the school. An effective system is in place to record and report accidents. All incidents are kept on file and those of a more serious nature are copied and sent to the health, safety and security committee for consideration. This committee meets at least termly, or more frequently if required. Risk assessments are carried out and recorded.
- 3.7 School meals are of high quality and well balanced nutritionally. Pupils understand the importance of healthy eating. They say that the food has improved recently and their only complaint is of lengthening queues as more pupils opt for school meals rather than packed lunches.
- 3.8 The school meets the regulatory requirements for the welfare, health and safety of pupils [Standard 3].

The Quality of Links with Parents and the Community

- 3.9 Parents are generally well satisfied with the education their children receive. The response to the questionnaire before the inspection shows a high level of satisfaction with teaching, the curriculum and pupils' progress. Parents see the wide range of extra-curricular activities as a particular strength of the school.
- 3.10 At the time of the questionnaire, a significant minority of parents were dissatisfied with aspects of the school's communication with them, and the school has been working successfully to address these concerns. A fortnightly newsletter has been reinstated and notice boards are kept up to date. Parents say that any concerns are usually dealt with promptly by teachers, and followed up effectively if necessary by senior staff. Parents feel that the staff are very approachable. They appreciate the presence and availability of the headmaster who spends time regularly at the Prep School during the week.
- 3.11 The information provided for parents does not yet fully reflect the pulling together of the pre-prep and the prep into one school, and the Prep School's relation to the Senior School. For example, the pattern of provision for extra-curricular activities differs between the pre-prep and the prep, but the school's thinking on this is not explained clearly to parents. Some parents would also welcome more information about the curriculum and how this develops through the Prep School. A few comment that they would like to know more about the Senior School, to which most pupils progress.
- 3.12 The school flags a close partnership with parents as one of its aims, and it is doing much to ensure that this is reflected in practice. The school has a clear system of written reports and parent-teacher meetings, to keep parents informed about their children's progress. A useful handbook is provided for parents. Class representatives assist with communication and build support for PAFA, the Parents' and Friends' Association that serves the school as a whole. A number of parent volunteers help in school and on visits.
- 3.13 The school forges many links with the local and wider community. Pupils in the prep contribute to musical performances beyond the school. The choir has been involved in a local operatic production and music groups entertain audiences in the community. Pupils take harvest produce to elderly people locally. They have been involved in a local government 'empty house logo competition', aimed at renovating derelict local buildings. This has increased pupils' awareness of the local environment. Pupils raise money for local and national charities, and many of these initiatives come from the pupils themselves. Pupils learn to look outwards, to develop understanding of the circumstances of other people's lives and to appreciate that they can make a difference. The pre-prep is now seeking to develop more extensive community links for the younger pupils.
- 3.14 The school meets the regulatory requirements for the provision of information and the manner in which complaints are to be handled [Standards 6 and 7].

4. THE EFFECTIVENESS OF GOVERNANCE AND MANAGEMENT

The Quality of Governance

- 4.1 The governance of the Prep School is satisfactory. Colfe's School trustees and governors provide effective oversight and guidance for Colfe's as a whole, helping to set its direction in line with its aims and values. Operational management of the whole school, including the Prep school, is devolved to the headmaster. The head of the Prep School reports to the headmaster and, through him, to the governors.
- 4.2 The governors have been fully involved over time in the strategic development of the prep, the pre-prep and the nursery, and in integrating these within a single management structure. Financial planning is good, ensuring that the Prep School is well-resourced and equipped to achieve its aims. Governors recognise the importance of the Prep School within its planning for Colfe's School as a whole and are concerned that it should thrive.
- 4.3 The governing body is seeking to extend its expertise in the area of prep school education in order to strengthen its oversight of educational provision for pupils aged from 3 to 11. Governors receive reports from the head of the Prep School and make visits, but no governor or committee has a designated role in relation to the Prep School. The governors recognise the need for a more developed system for informing themselves about the Prep School, to ensure a good basis on which to make decisions.

The Quality of Leadership and Management

- 4.4 Leadership and management are satisfactory and good foundations are being laid for the school's future development, building on its many strengths.
- 4.5 The headmaster of Colfe's, ably supported by the senior management team, is providing effective overall leadership at the Prep School this year, pending the appointment of a new head for the Prep School. He is building good relationships with staff, parents and pupils and, in the process, clarifying how the Prep School fits within the whole Colfe's school provision and relates to the Senior School. The school's continuing success owes much to the two deputy heads, with responsibility respectively for the day-to-day running of the prep and the pre-prep parts of the school, and to the director of studies. The commitment and hard work of this senior management team, and of the school's administrative staff, ensure that the school runs smoothly. The secretarial staff play a central role in securing good communication. The school is well managed financially. Effective recruitment has resulted in a strong teaching team.
- 4.6 The prep and the pre-prep have grown over time with separate identities and organisational arrangements. They have recently been brought together within a single management structure. The implications of this are still being worked through, although there is a positive attitude throughout the school towards working more closely together. It is recognised that the physical separation of the buildings places some constraints on the interaction of staff and pupils, and adds to the administrative workload.
- 4.7 The senior management team is putting in place effective systems for evaluating, across the school, what is working well and what could be better. A system has been introduced for tracking pupils' progress from 3 to 11, to monitor whether pupils are doing as well as should be expected and to pinpoint where action is needed. Prep and pre-prep co-ordinators for English, mathematics and science now meet together termly with the director of studies, to share good practice and ideas for developing the curriculum. Observations of teaching feed

into the discussion of areas for improvement. The prep and pre-prep, separately and together, have identified priorities for development over the current year. These provide a useful starting point for future planning.

- 4.8 These recent initiatives have the potential to strengthen consistency and a shared sense of direction across the school. To achieve this end, the roles and responsibilities of members of the senior management team require clearer definition with regard to the school as a whole as well as its constituent parts. At the same time, leadership is needed over the longer term to harness the efforts of the senior management team and staff across the school, to confirm priorities and to ensure that plans are consistently implemented and evaluated.
- 4.9 The headmaster is working to strengthen links between the Prep School and the Senior School. Termly meetings between subject co-ordinators and heads of department have been instigated. These links, though still embryonic in many cases, are beginning to highlight issues of continuity in the curriculum. At present, very few teachers teach, or have had the opportunity to observe, in the other part of the school, although the head of Year 7 teaches French in Year 6 and this provides a useful link. Parents and pupils say that they would welcome more contact. The recent involvement of senior pupils in coaching younger pupils in sporting activities has been warmly welcomed. Assessment information is not routinely passed on for use to ensure that pupils' prior learning is built upon after transfer, except in the case of those receiving learning support, and this is an area for development.
- 4.10 The head of the Prep School is a designated member of the Colfe's senior management team. The responsibilities of the Prep School head, and the relationship of leadership and management in the Prep School to that of Colfe's as a whole, are to be defined further with the appointment of a new head for the Prep School.
- 4.11 The school meets the regulatory requirements for the suitability of proprietors and staff and for premises and accommodation [Standards 4 and 5].

5. CONCLUSIONS AND NEXT STEPS

Overall Conclusions

- 5.1 The school is clearly successful in meeting its aims, and pupils thrive as a result. The school pursues academic excellence within the context of a well-rounded education, and it achieves well on both fronts. Teaching and learning are purposeful and exciting. The school is characterised by the enthusiasm for learning that it generates; this is shared by teachers and pupils alike. High expectations in lessons and wide opportunities beyond the classroom contribute to pupils' confidence, self-reliance and self-discipline. This stands them in good stead for their subsequent education and the challenges of later life. The school works closely with parents and takes action where it recognises that communication could be improved.
- 5.2 The school is taking stock pending the appointment of a new head. It is developing a clear understanding of what works well and what could be even better. In particular, it recognises the need to move forward by building collectively on the achievements of the pre-prep and the prep within the Prep School as a whole, and by strengthening links with the Senior School.
- 5.3 The school meets all the regulatory requirements.

Next Steps

- 5.4 In order to build further on its many strengths the school should take the following steps.
1. Ensure that leadership harnesses the efforts of the whole staff team, from nursery to Year 6, in taking the school forward, by:
 - defining the roles and responsibilities of the head and members of the senior management team in relation to the Prep School as a whole as well as its constituent parts;
 - carrying through systems for monitoring teaching quality, tracking progress and developing the curriculum so that all staff contribute to the overall success of the school and to planning for improvement;
 - establishing an overview of education from 3 to 11, and explaining to parents how this develops over the years.
 2. Extend links between the Prep school and the Senior school, to take full advantage of provision for pupils from 3 to 18 on one site, by:
 - defining the roles and responsibilities of the head of the Prep School in relation to Colfe's as a whole, and ensuring that governance arrangements facilitate effective oversight of the Prep School;
 - building further on links between subject co-ordinators and heads of department, to share expertise in teaching and ensure continuity and progress in learning when pupils transfer;
 - extending opportunities for pupils and parents to experience what the Senior School has to offer and to engage with senior pupils.
- 5.5 No action in respect of regulatory requirements is required.

6. SUMMARY OF INSPECTION EVIDENCE

- 6.1 The inspection was carried out from 13th–16th November, 2006. The inspectors examined samples of pupils' work, observed lessons and conducted formal interviews with pupils. They held discussions with teaching and non-teaching staff and with governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined a range of documentation made available by the school.

List of Inspectors

Joy Richardson	Reporting Inspector
Wendy Bowring	Headmistress of an IAPS school
Larry Fairclough	Headmaster of an IAPS school
Shaun Greet	Deputy Head of an IAPS school
Penelope Kirk	Headmistress of an IAPS school