



**ISI** Independent  
Schools  
Inspectorate

**EDUCATIONAL QUALITY INSPECTION**

**COLFE'S JUNIOR SCHOOL**

**NOVEMBER TO DECEMBER 2016**



## SCHOOL'S DETAILS

<b>School</b>	Colfe's Junior School			
<b>DfE number</b>	203/6293			
<b>Registered charity number</b>	1109650			
<b>Address</b>	Colfe's Junior School Horn Park Lane London SE12 8AW			
<b>Telephone number</b>	0208 463 8266			
<b>Email address</b>	info@colfes.com			
<b>Headteacher</b>	Miss Catriona Macleod			
<b>Chair of governors</b>	Mr Matthew Pellereau			
<b>Age range</b>	3 to 11			
<b>Number of pupils</b>	449			
	Boys	254	Girls	195
	EYFS	97	Key Stage 1	113
	Key Stage 2	239		
<b>Inspection dates</b>	30 November to 01 December 2016			

## 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 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 grade descriptors 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 in the published report but will have been considered by the team in reaching its judgements.

Both Ofsted and ISI inspect and report on the Independent School Standards Regulations. However, they 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 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 assemblies. Inspectors visited facilities for the youngest pupils, together with the learning support area. 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 Bridget Windley	Reporting inspector
Mr Ian Griffin	Team inspector (Deputy head, IAPS school)
Mr Richard Merriman	Team inspector (Head, IAPS school)
Mr Umeshchandra Raja	Team inspector (Head, ISA school)

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## **1. BACKGROUND INFORMATION**

### **About the school**

- 1.1 Colfe's Junior School, which is part of Colfe's School, is an independent day school for girls and boys aged 3 to 11 years. Since the previous inspection, the school has united its Nursery, Pre-Prep and Prep schools to form a single Junior School.
- 1.2 Originally established by John Glyn in 1574, Colfe's is one of the oldest schools in London. It was re-founded in 1652 by the Reverend Abraham Colfe, Vicar of Lewisham. In his will, he entrusted the care of the school to the Leathersellers' Livery Company, which still governs the school to this day. Previously a grammar school for boys, Colfe's became independent in 1977 and has been fully co-educational since 1999. The junior sections were established in 1988. New purpose-built classrooms and a hall have been added since the previous inspection and a new headteacher has been appointed. The Junior School shares several facilities with the Senior School including the sports hall, swimming pool, auditorium and dining hall, as well as nearby sports fields owned by the school.

### **What the school seeks to do**

- 1.3 The school seeks to promote excellence in all areas, to develop each pupil's ability and character to the full and promote an awareness of spiritual and moral values, within a purposeful and disciplined atmosphere. Through its academic teaching the school strives to foster learning of the highest quality and it aims to provide a wide range of cultural, sporting and extra-curricular activities.

### **About the pupils**

- 1.4 The school draws pupils from the surrounding area of South East London and has pupils from many diverse ethnic backgrounds. The school has identified 52 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and dyspraxia, all of whom receive additional specialist help. Two pupils have a statement of special educational needs. English is an additional language (EAL) for 92 pupils, three of whom receive specialist support and the rest have their needs supported by their classroom teacher. Within the curriculum, the school provides a programme of challenging activities in mathematics and English for 38 pupils who are identified as being more able.
- 1.5 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

### **Recommendations from previous inspections.**

- 1.6 The previous inspection of the school by ISI was an interim inspection in November 2010. The recommendations from that inspection were:
  - Work further on achieving an integrated approach to development planning through all levels of management.
  - Share good practice in teaching so that the excellent standards achieved in some lessons are achieved consistently in all lessons.
  - Encourage more opportunities for independent learning.
  - In the EYFS, investigate ways in which the Nursery staff can make handover more secure and less congested.
  - In the EYFS, make outdoor play part of the school curriculum in the Reception class.
- 1.7 The school has successfully met the recommendations to achieve an integrated approach to development planning through all levels of management, encourage more opportunities for independent learning and make outdoor play a part of the school curriculum in the Reception class.

## **2. KEY FINDINGS**

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

- The overall achievement of the pupils is good and in many areas meets the school's aim to promote excellence. Pupils throughout the school achieve particularly well in communication and numeracy.
- Pupils achieve well because most teaching has ambitious expectations, provides stimulating resources and sets challenging tasks. Less successful teaching fails to motivate a small minority of the pupils.
- Pupils acquire high level reasoning and thinking skills and show an excellent understanding of scientific concepts.
- Pupils show strong study skills and are confident to access a wide range of sources. They are adept at producing sophisticated pieces of independent research.
- Pupils with SEND and/or EAL and those who have been identified by the school as being more able achieve their potential because they receive appropriate support.

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

- Throughout the school pupils show outstanding confidence and self-awareness and the school is highly successful in its aim to develop each pupil's character to the full.
- Pupils respect and exemplify the school's seven core values, which emphasise personal well-being and social responsibility.
- Pupils respond enthusiastically to opportunities to take responsibility and they carry out their duties with a high level of competency.
- Pupils value highly the diversity of culture within the school and show an extremely strong awareness of discrimination and equality.
- There are limited opportunities for self-reflection within the school day for Years 3 to 6.

### **Recommendations**

2.3 The school is advised to make the following improvements:

- Ensure the excellent teaching methods which engage pupils' interests, seen in many lessons, are employed by all staff.
- Within Years 3 to 6, create more opportunities for pupils for calm and meaningful reflection upon the spiritual dimensions of their lives.

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

- 3.1 The quality of pupils' academic and other achievements is good.
- 3.2 The overall achievement of the pupils is good and in many areas meets the school's aim to promote excellence. The pupils' basic skills are secure and they achieve particularly well in literacy and mathematics. Attainment is above the national average, as indicated by results in externally standardised tests and examinations. The outcomes for EYFS pupils are also strong, and almost all achieve or exceed the expected level of development for their age.
- 3.3 The appointment of a new senior management team in June 2016 has seen new systems and structures, including shared leadership, robust monitoring and staff development, being introduced, all of which is contributing significantly to pupils' good levels of achievement. Governance is strong and provides the school with a clear ethos that reflects the aims of the school. Key areas are monitored effectively, as governors are keen to ensure that the newly formed Junior School continues to develop. The recommendations from the previous inspection to integrate development planning through all levels of management is met. However, the greater sharing of good practice in teaching is still on-going. The new leadership team shows a clear understanding of what needs to be done to raise levels of achievement further. Pupils achieve well because the great majority of the teaching has ambitious expectations, provides stimulating resources and sets challenging tasks. Less successful teaching fails to motivate a small minority of the pupils.
- 3.4 A rich and balanced curriculum and a high proportion of skilful and knowledgeable teaching impacts favourably on pupils' achievement. Children in the EYFS enjoy learning about language and develop excellent communication skills. Their mathematical skills are well developed and pupils of all ages use number systems within every day activities, for example when trying to purchase items from the classroom toy shop. In the EYFS, children achieve highly in their outdoor learning as a result of the new modern purpose built environment. The EYFS recommendation from the previous inspection is thus met.
- 3.5 Older pupils are notably articulate and they apply their speaking and listening skills confidently in lessons, discussions and debates. As pupils move through the school, they read and write with increasing fluency in a range of contexts and for a wide variety of purposes. Older pupils are encouraged to handle complex vocabulary; they displayed keen focus and independence when selecting synonyms for uncommon words used by Dickens in the *Christmas Carol*. Pupils achieve high standards in mathematics, and apply logic and understanding confidently to a range of subjects, including science. Older pupils are able to explain their numeric calculations and use correct language to describe calculating addition to two decimal place numbers and younger pupils understand that a subtraction sum can be checked by using the inverse method.
- 3.6 Pupils acquire high level reasoning and thinking skills and show an excellent understanding of scientific concepts. Pupils use ICT competently for research and for the presentation of their work. They are adept at producing sophisticated pieces of independent research and are confident to access a wide range of sources. This meets the recommendation from the previous inspection. Younger pupils can use coding effectively and older pupils showed good skill in using tablet computers when photographing gymnastics sequences and stroke techniques in swimming. In interviews, however, pupils reported that they have limited opportunities to use technology in some subjects.
- 3.7 Pupils enjoy a high level of success in extra-curricular activities. Groups and individuals demonstrate high achievement in games. Pupils have competed successfully in national competitions in netball and at county level in cricket. The use of specialist staff from the senior school for coaching adds significantly to this strong level of achievement. Pupils have also been successful in local music and literary festivals.



- 3.8 Pupils' progress is good in relation to those of similar ability, as evidenced by standardised assessments, observation of performance in lessons and scrutiny of pupils' work. Pupils' progress is supported in most cases by teaching which displays strong subject knowledge and effective questioning techniques which challenge pupils to think and reason. In a few lessons, the progress of some pupils was slower due to a lack of planning for individual needs. In the questionnaires, a very small minority of the pupils reported that marking was not effective and that they were unsure as to how well they were doing in their subjects. In interviews, however, they did not support this view and, in some cases, they were insistent about how useful the feedback from teachers was in helping them to improve their learning.
- 3.9 School data shows that pupils with SEND make good progress, in line with their peers. Most teaching makes adjustment for their needs and the learning support department prepares appropriate individual learning programmes which ensure that these are met in all lessons. Pupils with SEND are supported within the classroom, or withdrawn for either individual or group support and benefit greatly from the guidance they receive from specialist staff and from teaching assistants. Pupils with EAL perform in line with their peers as their use of English becomes more assured. More able pupils make good progress as a result of the dedicated extension lessons and activities which provide suitable challenge.
- 3.10 Children's attitudes to learning in the EYFS are highly positive. They are extremely enthusiastic about their learning and they will ask questions and select tasks to extend it. During the visit, they refused to allow the inspector to board their pretend aircraft without a passport and only after thorough questioning was he allowed to proceed.
- 3.11 In the rest of the school, pupils' attitudes are also positive with pupils showing considerable enjoyment in their learning, not only from their teachers but also collaboratively from one another. In the majority of lessons, pupils listen with care to the thoughts and opinions of their peers, although on occasion a small minority were seen to lose concentration and focus. This was as a result of the teaching not providing sufficient interest and challenge and, in some cases, poor behaviour management. Pupils with SEND demonstrate high levels of concentration in individual and group lessons, which helps them to benefit from the additional support. More able pupils concentrate well, they demonstrate a high level of study skills for their age and they discuss their work intelligently and with mature understanding.

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

- 4.1 The quality of the pupils' personal development is excellent.
- 4.2 Throughout the school, they show outstanding confidence and self-awareness and the school is highly successful in its aim to develop each pupil's character to the full. Pupils are mature for their ages and have well-developed personalities. The leadership is committed to placing the seven school values at the heart of pupils' learning so they are actively encouraged through the pastoral system to show kindness, resilience and respect for others. Pupils take responsibility for their actions and, as they grow older, they become increasingly aware that the decisions they make are important determinants of their own success and well-being.
- 4.3 Children in the EYFS can explain their own emotions and their teachers are highly successful in guiding them to decide independently which direction their tasks should take. Pupils in Years 1 to 6 gain self-esteem through the opportunities they are given to recognise their own and one another's strengths. They are not afraid to admit mistakes because they are encouraged and praised when using their initiative. Good quality displays around the school based on the school's values contribute to the pupils' excellent personal development. For example, older pupils have produced a classroom display of footsteps, on which they have noted their individual experiences of resilience. Pupils embrace wholeheartedly the newly-introduced value of resilience and in interviews they were keen to praise their teachers for encouraging them to persevere even when tasks prove difficult. Older pupils displayed excellent perseverance in a science lesson, when they found the latter stages of classifying animals very demanding. None gave up and they were self-disciplined in their approach. These strong personal skills are further promoted through an exciting and challenging outdoor pursuits programme which enables pupils in Years 3 to 6 to experience skills such as archery, sailing, climbing, abseiling, high ropes and kayaking.
- 4.4 Pupils are proud of their school community and they are keen to contribute to it. They have a wide range of opportunities within the school to engage in leadership and they take their responsibilities seriously. Older pupils share reading tasks with the younger children during 'book week'. Throughout the school, they enjoy contributing to the local and wider community with a variety of fund raising activities, many of which they initiate themselves. They support many charities both locally and further afield, raising considerable sums of money.
- 4.5 Pupils understand and respect systems of rules and laws. Through the pupil questionnaires all pupils confirmed an excellent understanding of the 'Good to be Green' behaviour code, promoted consistently through all aspects of school life. Scrutiny of behaviour logs showed that misbehaviour is rare. Parents in the questionnaire were unanimous in their view that the school promotes good behaviour. Pupils strongly support British traditions, for example pupils showed their understanding of the importance of Remembrance Day during an assembly. They develop a strong knowledge of public institutions and services through their studies in PSHE. Their highly-developed understanding of the criminal justice system is gained through such activities as a mock trial, complete with prosecutor, barrister and jury. During the inspection, a debate on whether pupils should be allowed to dismiss teachers initiated lively discussion. Pupils learn about democracy through election of members for the recently introduced 'pupil voice'. In the questionnaire, a small minority of pupils expressed the view that teachers were not always balanced in giving their opinion in politics and current affairs. This view was not supported in discussions with the pupils, as they reported that they had trust in their relationship with their teachers and feel that they encourage open-mindedness.
- 4.6 Pupils value highly the diversity of culture within the school. In all year groups, they work well together. They appreciate one another's sensitivities and differences and from the youngest children in EYFS are generous in praise of one another's achievements. Pupils have an extremely strong awareness of discrimination and equality through such activities as 'shared values' week and 'Martin Luther King' assembly. They respect diversity and show a mature understanding of the needs of pupils with SEND. Pupils have further exposure to other cultures as parents are regularly invited into

school to explain the significance of specific festivals for members of their faith. In the questionnaire, almost all pupils reported that teachers encourage them to be tolerant of those with different faiths and beliefs.

- 4.7 Pupils have good spiritual understanding and appreciate non-material aspects of life. Children in the EYFS reflect upon their own good fortune and express joy in the natural world. Encouraged by the emphasis upon the outdoors within the curriculum they show wonder at the environment; for example, when investigating patterns made by the frost and when revealing the inside of a pumpkin. Older pupils showed appreciation of the importance of light as they learnt about the true Christian meaning of Advent through the collaborative creation of a crown. Throughout the school, pupils take pleasure in art and appreciate the work of various artists. However, within Years 3 to 6 few opportunities were noted for calm or meaningful reflection upon the spiritual dimensions of their lives.
- 4.8 Throughout the school pupils appreciate the importance of maintaining a healthy lifestyle and staying safe. They thoroughly enjoy sport and take part in a wide range of exciting activities. Children in EYFS are independent in their self-care routines and they understand why they need to wash their hands before they eat. Pupils in the Years 3 to 6 reported in interviews that they make healthy choices in their eating and they could describe the benefits of exercise. They all spoke knowledgeably and enthusiastically about 'eating a rainbow', an idea which had been introduced in an assembly to ensure their lunch plates were coloured by different vegetables and fruit.
- 4.9 By the time they leave school, pupils have highly-developed skills for the next stage in their life. They are responsible, thoughtful and mature. They are keenly aware of their social responsibilities and are eager to seize the opportunities that lie ahead.