



SCHOOL INSPECTION SERVICE

INSPECTION REPORT FOR SALCOMBE PREPARATORY SCHOOL

DfE No: 308/6055

The key inspection judgements for this school are:

The quality of education	Outstanding	1
Pupils' personal development	Outstanding	1
Safeguarding pupils' welfare health and safety	Outstanding	1
Leadership, management and governance	Outstanding	1
Effectiveness of the Early Years' provision	Outstanding	1

Compliance with the Independent School Standards:

The school meets the regulatory requirements of schedule 1 of The Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

Compliance with the Equality Act 2010:

The school meets the requirements of the Equality Act.

Compliance with the requirements of the Early Years Foundation Stage:

The school meets the requirements of the Early Years Foundation Stage.

Date of inspection: 16 - 18 May 2016

SECTION A: SUMMARY OF MAIN FINDINGS

Salcombe Preparatory School provides an outstanding education for its pupils. There is a strong focus on promoting academic achievement and the school does this very well. This is always set in the context of educating the whole child and giving the pupils a full and rounded education. The quality of education is outstanding as are pupils' learning and achievement. Pupils reach standards that are well above those expected for their age. Teaching and assessment are outstanding, as teachers are skilled in understanding the needs of their pupils and ensuring they always reach the best standards they can. The curriculum is also outstanding. It is broad, relevant and carefully designed to engage pupils with their learning. This is supported by the excellent range of extra-curricular and sporting activities which are designed to broaden pupils' all round educational experience. The quality of pupils' personal development is outstanding, as is their spiritual, moral, social and cultural development. Pupils behave very well and show a good understanding of the importance of respect and tolerance in a diverse society. The school promotes the welfare, health and safety of its pupils exceptionally well. The procedures for safeguarding and for recruiting and checking the suitability of staff are thorough. The leadership, management and governance of the school are outstanding. Leaders are highly effective in developing the quality of education by making sure pupils reach the best standards they can through the best possible educational experience. They also ensure that all of the independent school standards are consistently met. The effectiveness of the Early Years Foundation Stage is also outstanding, thereby enabling the youngest children to make excellent progress.

RECOMMENDATIONS FOR IMPROVEMENT:

Whilst not required by the regulations, the proprietor should:

- review and bring up-to-date the content of the information provided to parents both on the website and in the published prospectus;
- improve the consistency of written feedback given to pupils on their work so that they all receive high quality guidance on how to improve; and
- extend the analysis of information on pupils' performance to give greater detail on the outcomes for different groups and use this to inform planning for individual pupils' targets.

SECTION B: INFORMATION

INFORMATION ABOUT THE INSPECTION:

This inspection was carried out by the School Inspection Service (SIS) in accordance with Section 109(1) and (2) of the Education and Skills Act 2008. It follows the inspection framework agreed by SIS and the Department for Education (DfE).

In reaching their judgements, the inspectors observed lessons in a range of subjects and areas of learning. They examined samples of pupils' work across all key stages. They observed the daily life of the school, including at break and lunchtimes. They analysed the school's documents and records as well as the school's website. They held discussions with staff, including those with leadership and management roles and spoke to groups of pupils. They took account of the responses of parents and pupils provided in questionnaires completed before the inspection. The inspectors were:

Reporting Inspector:	Dr Christine Jones
Team inspectors:	Mr Paul Metcalf Dr Martin Bradley

INFORMATION ABOUT THE SCHOOL:

Salcombe Preparatory School is a multi-cultural co-educational day school for pupils aged 3 to 11 years. The school was founded in 1916 and celebrates its centenary this year. It is situated on two sites in Southgate, London. The preparatory department provides for pupils from 7 to 11 years old. Pupils aged 3 to 7 years attend the nearby pre-preparatory department. There are no pupils in the school with a statement of special educational need and the 18 pupils identified by the school as having special educational needs or disabilities (SEND) are closely monitored. The school aims to inspire a love of learning by offering the best possible education and meaningful engagement in learning. In addition, participation in a wide range of activities and opportunities is encouraged to develop the attitudes and values which will prepare the young people to lead happy, stimulating, useful and fulfilled lives. Pupils go on from Salcombe to a variety of independent and maintained selective and non-selective schools. The school offers 'wrap-around' care with supervised provision available after school hours until 6 p.m. at the Pre-preparatory and 6.15 p.m. at the Preparatory.

The school is part of the Cognita Schools group and was last inspected in 2012 by Ofsted. Currently there are 238 pupils at the school of whom 29 attend the Pre-school on either a full or part time basis.

SECTION C: THE INSPECTION JUDGEMENTS

1. THE QUALITY OF EDUCATION

The quality of education provided by the school is outstanding

Pupils' learning and achievement

Pupils' learning and achievement are outstanding. Pupils enjoy their learning and love to be challenged. They are keen, enthusiastic and enquiring. They learn from their mistakes and are keen to extend their knowledge.

Pupils achieve well in a range of subjects at all key stages. They are able to read fluently with confidence and expression. Pupils can also write accurately and appropriately in different contexts, expressing their views both in writing and when speaking to an audience. Standards in mathematics are high and pupils can use their calculating skills with confidence in other subjects.

Information provided by the school on pupils' outcomes confirms outstanding attainment across a range of subjects. In particular, attainment in mathematics and science has been consistently high as a result of the school's focus on these subjects. In 2015, all Year 2 pupils achieved the required level 2 in English and mathematics with 80 per cent achieving the higher level 3 in English and 76 per cent achieving level 3 in mathematics. In 2015 all Year 6 pupils achieved national expectations in English and mathematics with 61 per cent achieving level 5 in English and 80 per cent achieving level 5 in mathematics.

Pupils' progress is exceptionally high, considering their different starting points. They make substantial progress exceeding that expected for their ages. Information provided for different groups, such as those with SEND, those for whom English is not their first language (EAL) and more able pupils, suggests that these pupils achieve as well as their peers. There is comprehensive additional support for less able pupils. Teachers, teaching assistants and small groups help them to improve their attainment and to catch up with their peers.

This outstanding view of achievement was confirmed by the lessons observed and the work seen in pupils' books. Pupils make outstanding progress from their different starting points. SEND, EAL and more able pupils reach similarly appropriate standards and make progress similar to that of their peers through teachers' awareness and focussed support. Pupils' love of learning is obvious in lessons where they engage readily with activities and support each other in their learning. For example in a Year 5 music lesson, motivated pupils quickly involved themselves in the warm up activity and listened attentively to the teacher's instructions. They collaborated well in their performance groups and supported each other well.

Pupils are successful in moving on to their schools of choice. In 2015, 80 per cent of pupils got into their first choice of secondary school, including a range selective grammar and independent schools. Relationships with these schools are strong. Over the past four years a significant proportion of the Salcombe pupils have won academic, music or sports scholarships.

The quality of teaching and assessment

The quality of teaching and assessment is outstanding. Teachers demonstrate strong subject knowledge and a good awareness of secondary school entrance examination requirements, which they share with pupils to support their next stage of education. Teachers are very skilled in preparing their pupils for the wide range of different types of entrance examinations required by these local secondary schools. Throughout the school lessons are well planned and delivered skilfully. Teachers know their pupils very well and use this knowledge to plan lessons which cater for the range of abilities in their classes. The individual needs of all pupils, including pupils with SEND, EAL and the more able are always carefully identified and planned for.

Teachers have high expectations for their pupils. Lessons are challenging and delivered at a suitable pace. Parents responding to the parents' questionnaire unanimously agreed that the quality of teaching is good. Behaviour is managed well although, for the most part, there are no issues. Any instances of lack of engagement are quickly picked up and subtly addressed with instant success as pupils are re-focused on their learning.

Questioning is highly effective and eager pupils are keen to engage and answer. Teachers make good use of responses to further develop pupils' thinking and decide when the work can be moved on. In particular, teachers' skilled use of the interactive whiteboards has a significant impact on keeping lessons moving at a fast pace.

Marking in books is regular and detailed. Pupils are well served by the time and commitment given by teachers to check work and offer valuable feedback. The use of 'What Went Well' and 'Even Better If' was a consistent feature of the books seen. Occasionally, targets set were limited to generic advice, such as improving presentation, rather than specific to the pupil's understanding and thinking about the subject. Pupils were not always sufficiently involved in their assessment, although peer assessment is starting to be used in several subject areas.

The school's procedures for assessing standards are very effective and data is collected and collated three times per year using a range of assessment tools, including the challenging Independent School Examination Board (ISEB) assessment in Years 3 to 6. Assessments are used well to identify pupils who are underperforming and offer remedial support. The school is at a very early stage of analysing overall outcomes by groups of pupils, such as pupils of different ability, gender or home language and linking this to individual targets.

The quality of the curriculum

The quality of the curriculum is outstanding. It is broad and balanced, and closely follows the requirements of the English National Curriculum and the Independent School Examination Board (ISEB). The curriculum meets the needs of pupils exceptionally well and suitably prepares them for their future aspirations and a vast range of prospective secondary schools.

The curriculum is enriched by a multitude of other subjects, including drama, musical composition, library skills and Latin in Year 6. Dedicated sports

afternoons and termly dance and drama workshops are well received. Pupils are keen to be involved in enrichment activities include class visits to St Andrew's Church, the Southgate Synagogue and the Palmers Green Mosque, as well as the Houses of Parliament, London museums and residential trips both locally and abroad. Pupils are proud of their recording of the Salcombe Centenary Song to raise money for charity.

The school has established strong curriculum links with a range of other schools. It supports mathematics master classes, science fairs, creative writing, arts competitions and the festival of sport. Extra-curricular activities are numerous and very well attended. They include art, ballet, chess, choir, dance, karate, science and Spanish as well as a range of sports activities, covering basketball, cricket, football, hockey and swimming. The school is highly successful in external sports competitions.

Transition across phases is carefully planned so that teachers are well prepared and pupils and parents are well supported in overcoming any concerns regarding unfamiliar environments, making new friends and different teachers. Pupils welcome the provision of an older school buddy to support them as they move up the school.

Curriculum planning is thorough and the school regularly reviews, evaluates and adapts the curriculum to ensure it meets pupils' needs and national requirements. There have been regular curriculum updates to meet ISEB requirements and the changing demands of 11+ examinations. Planning is also aimed at helping students of all abilities, including SEND, EAL and more able pupils to overcome potential barriers or to extend their learning. The curriculum supports them in providing work which challenges and supports them including double science and enrichment classes in literacy and numeracy. Excellent reading, writing and communication skills support other subjects throughout the school, and numeracy skills support learning in a range of subjects.

2. THE QUALITY OF PUPILS' PERSONAL DEVELOPMENT

The quality of pupils' personal development is outstanding. They grow into confident learners who have excellent attitudes to learning and are proud of the progress they make in their lessons. Pupils are friendly and welcoming to visitors. The school's provision for pupils' spiritual, moral, social and cultural development is excellent and ensures they are equipped to be thoughtful, tolerant and reliable members of the school and the wider community. Pupils clearly understand and respect differences in beliefs, cultures and views of other people. Pupils enjoy their visits to different religious institutions and like finding out about different faiths and customs. They value the diversity within their own community as this gives them first-hand knowledge of other cultures and beliefs.

The school is determined to enhance pupils' social and cultural skills and underpins this with an inclusive ethos and a strong sense of community that pupils appreciate. They say that everyone gets on well together and that they always help each other out. They really appreciate the care that their teachers take to look after them and ensure they are happy and making good progress.

They know they can always go to any adult in the school if they need help. Many pupils make friends for life here that extend beyond their time at Salcombe. Behaviour is outstanding and pupils are active participants and contributors to the school community. They are proud of the activities that link to the local community such as 'busking' with the school choir in local shopping centres. Pupils also have lots of opportunities to be involved in creative activities through art, drama and music. For example, the recording of the Salcombe Centenary Song to raise money for charity is due out soon.

Personal, social, health and economic education is of high quality and enables pupils to have a clear perspective about how they would like to live their lives. For example, younger pupils could discuss between themselves how to make others feel comfortable and welcomed in a very mature way that took into account visual and unseen differences. They are excellent ambassadors for British values, developing and demonstrating skills and attitudes that encourage full participation in life in modern Britain. They gain good experience of democracy, such as through their elections to the school council. Pupils are encouraged to take on a role of responsibility in the community through activities such as acting as prefects. They are very proud of their sporting achievements and enjoy opportunities to take part in competitive sports. They like the teamwork involved and were as quick to celebrate the achievements of their friends as they were to celebrate their own success. Great excitement was generated during this visit by the success of the cricket team getting into the finals of their competition.

Staff work hard to make sure that the transition to the next stage of education goes as smoothly as possible. There are lots of opportunities for older pupils to visit other schools and make a considered choice of where they would like to go next. The school helps them make this choice by giving pupils and their parents as much information about other schools as possible.

3. SAFEGUARDING PUPILS' WELFARE, HEALTH AND SAFETY

The school's provision for safeguarding pupils' welfare, health and safety is outstanding. The school places a strong emphasis on all aspects of this area through clear policies and procedures that are well understood and followed by all staff. Staff all receive regular training. Records of that training are well-kept to ensure any updates are delivered promptly as required. This includes training to raise awareness of extremism and radicalisation. Staff understand the need to be alert to any developing issues in this area. They know they have a clear protocol to follow to ensure any concerns about pupils' welfare coming from pupils, family or staff are dealt with appropriately and as quickly as possible. Staff maintain meticulous confidential records of all actions and outcomes. The school has established good links with appropriate external agencies and uses these to the full extent available. Records are thorough, well-maintained and easy to follow.

Pupils are very aware of the different forms of bullying, including any bullying based on prejudice and the use of derogatory language. They are equally aware of the need to be careful when using the internet and understand the issues associated with cyber-bullying. Pupils say they feel safe in school and know who to turn to if they have any problems. They know that the school takes good care

of them and that any concerns will be dealt with promptly. They can explain what the school does to keep them safe, for example the gate system around the school.

Staff have high expectations of pupils' behaviour in lessons and around the school. Pupils are fully aware of these expectations and this results in a safe and harmonious community where everyone takes care of themselves and others. Older pupils could clearly remember their first day in reception and how they were made to feel welcome. Pupils enjoy coming to school and attendance is above average. Admissions and attendance registers meet all the regulations.

A full range of appropriate policies covering health and safety are in place, including areas such as fire safety and first aid. These policies are monitored thoroughly to ensure high standards of safety throughout this difficult site. Potential risks to pupils are carefully assessed and every attempt made to minimise any issues identified. Teachers are careful to make sure pupils understand and respect the safety procedures. For example, staff and pupils were all made aware of the lockdown procedure through an excellent and imaginative activity where a lion (Larry) supposedly got into the school and pupils had to stay safe. This activity captured pupils' imagination and they could all explain the need for 'Larry locks' on school doors.

Maintenance of the school is rigorous and the premises are checked regularly. Any issues are dealt with effectively and promptly. Pupils are well supervised both around the school and when moving between sites. Both sites are secure and well monitored; pupils' access to indoor and outdoor areas is well controlled ensuring that movement around these sites is managed efficiently and safely.

Excellent procedures are in place for the safe recruitment of staff and all required checks are made and recorded. Everyone involved in the recruitment process is trained appropriately and the overall process is monitored by Cognita's attached Assistant Director of Education (ADE).

4. LEADERSHIP, MANAGEMENT AND GOVERNANCE

The quality and effectiveness of leadership and management are outstanding and this ensures continuous compliance with the independent school standards. The senior leadership team have a clear ambition for taking the school forward and maintaining the current high standards. Every pupil is well-known as an individual and their achievement and pastoral care is the highest priority. This vision for the school is understood and supported by all staff, parents and pupils. This is creating an embedded culture of high expectations, aspirations and academic as well as personal excellence where respect and courtesy are the norm.

The senior leadership team are rigorous in monitoring and analysing the work of the school and complacency is never accepted. Staff with responsibilities at all levels are aware of their responsibilities and carry them out very effectively. This is underpinned by a strong culture of self-evaluation that gives staff a good

understanding of the strengths and areas for improvement in their departments. Thorough performance management procedures are used to lead to professional development that encourages, challenges and supports improvement across the school. Strategies include detailed tracking of pupils' performance data, lesson observation by senior staff and external observers and peer observation as well as rigorous scrutiny of pupils' books. Staff are certain that success in their work is acknowledged and is always followed by a request for 'next steps' to ensure continual improvement and professional development.

Parents are very supportive of the school and appreciate the way in which the school is run and managed. Communication has improved considerably through a range of activities e.g. 'Voice of Parent' survey, where results and any actions the school is taking as a consequence are communicated back to the parents. The school website and published prospectus provide the requisite information but are somewhat out-of-date and do not fully reflect the recent improvements in the school.

The complaints procedure meets the requirements of the standards and is supported by a clear policy. The school is very effective and prompt in addressing any concerns a parent might have and, to date, there have been no formal complaints in this academic year.

Governance

The quality and effectiveness of governance are outstanding. The Cognita system of working closely with their schools encourages both co-operation and accountability. This also ensures that the senior leadership team can retain their autonomy and vision for their own school while being supported by their attached Assistant Director of Education. In this role the Cognita representative chairs a full range of governance committees throughout the year, monitors aspects of the school's work, checks compliance with statutory regulations and is responsible for the head teacher's performance management. The two safeguarding meetings that form part of this process are particularly valuable in ensuring the prompt and regular monitoring of issues as they arise. The Cognita governance is valued by the senior leadership team as supportive and effective in taking the school forward.

5. THE EFFECTIVENESS OF THE EARLY YEARS' PROVISION

The quality and standards of the early years' provision are outstanding. The children make rapid progress in their learning and development relative to their starting points and are extremely well prepared for the next stage of their education in Key Stage 1. The learning and care provided combine with the small group sizes and very favourable adult-child ratios to ensure that the needs of the range of children who attend are met particularly well. Children's personal and emotional development is very sensitively promoted. They feel safe and are happy. The requirements for safeguarding and welfare are met. Leadership and management in the pre-prep are particularly effective in evaluating practice and in securing continuous improvement.

Leadership is outstanding, as is management. Leaders and managers share a clear and ambitious vision. They have high expectations of what the children can achieve and ensure high standards of provision and care for the children. Support for, and supervision of, staff is excellent. Performance management is used very effectively to identify training and development needs and staff are very willing to seek higher qualifications with a view to further enhancing their work with the children. Teamwork is a very significant feature of the high quality of the early years work and the pre-school team are extremely effectively organised to ensure that all the children are fully occupied, concentrate well and make good progress. This is a major strength of the provision. Self evaluation is good and there are appropriate means of ensuring that parents know what their children are doing in school and how they can help their learning and development. The curriculum is carefully planned across the pre-school and Reception (Year R) classes. Planning in Year R classes is shared effectively and ensures that the children rapidly build upon their good start in the pre-school and that their emerging skills of reading, writing and mathematics are extended to support further good progress into Key Stage 1. Equality and diversity are very well promoted. Behaviour is good and any issues are quickly, effectively and consistently dealt with by all staff. British values are very well promoted. The arrangements to protect children meet all statutory and other government requirements, promote their welfare and prevent radicalisation and extremism. Safeguarding arrangements are effective.

The quality of teaching, learning and assessment is outstanding. In the pre-school the staff have consistently high expectations of each child. They know each child's personal capabilities extremely well and work together outstandingly well as a team. The quality of teaching in the pre-school is at least good and often outstanding. The quality of children's learning is outstanding as they develop skills across the seven areas of learning. A particular strength is the team's ability to manage flexible groupings and to develop themes with small groups which are introduced by colleagues to the whole class. In Reception classes, high expectations are sustained and are supported by staff's knowledge of the requirements of the EYFS and of the National Curriculum as well as how each relates to the other. This enables a seamless progression as the children extend their skills and knowledge in Year R with tasks matched to their different levels of prior attainment. The quality of teaching in the lessons seen in Year R was good, however the children's progress over their time in Year R indicates that teaching has an outstanding impact of learning. Teaching promotes the children's learning outstandingly well, moving from the EYFS into the expectations of the National Curriculum, so that children's language and mathematical skills are developed at an early stage. Whilst most meet the challenges, some younger or less able ones require additional support, which slows the pace of lessons. Throughout the EYFS, children's achievements are celebrated, reinforcing their understanding of how to progress and how to improve their learning. Assessment information on each child is carefully gathered and is well used to plan future work, including additional support where needed. The children understand how to develop their learning and the school seeks to encourage parents to support this. Equality of opportunity and the recognition of diversity are extremely well promoted. The teaching enables children to acquire the skills and capacity to learn effectively. They are well prepared for the next stage of their education in Year 1.

The children's personal development and welfare are promoted outstandingly well. Across the EYFS there is a positive culture which promotes a sense of achievement and commitment to learning. The children develop self-confidence. Their behaviour and their social and emotional development throughout the EYFS provide them with an extremely sound basis to progress into Key Stage 1. They become emotionally secure and develop good attachments to the staff which promotes their physical and emotional health. Attendance is prompt and regular. They understand how to keep themselves safe. Healthy eating is encouraged and supported by both snacks and cooked meals. A particularly good range of cultural experiences is provided, including visits such as to a local theatre for drama workshops, London zoo, the Transport Museum, and the National Gallery. Along with the school's work on other cultures, this encourages the children to respect others and to develop an understanding of the wider society and life in Britain today.

The outcomes for children are outstanding. Overall, they make excellent progress from their different starting points. The majority of the children meet or exceed the level of development that is typical for their age and are well prepared for their future learning and development.

SCHOOL DETAILS

Name of school:	Salcombe Preparatory School			
Address of school:	1. Prep (7 – 11 years old) 224-226 Chase Side Southgate London N14 4PL 2. Pre-Prep and Preschool (3 – 7 years old) Green Road Southgate London N14 4AD			
Telephone number:	020 8441 5356			
Email address:	parents@salcombeprep.co.uk			
Web address	www.salcombeprep.co.uk			
Proprietor:	Cognita Schools Ltd			
Person registered with DfE as proprietor under paragraph 20 of Part 4:	Chris Jansen			
Head Teacher:	Sarah Jane Davies			
Early Years Manager	Giovanna Newson			
DfE Number	308/6055			
Type of school	Independent school			
Annual fees	Term Fees (Reception to Year 6) £3390 Preschool Fees (Nursery – before Early Years Grant is applied) £2820			
Age range of pupils	3 - 11 years old			
Gender of pupils	Mixed			
Total number on roll	full-time	228	part-time	11
Number of children under-5	Boys:	29	Girls:	19
Number of compulsory school age pupils	Boys:	112	Girls:	79
Number of pupils with English as an additional language	Boys:	3	Girls:	2
Type of inspection	Section 109(1) and (2) of the Education and Skills Act 2008			

This report has been prepared by the School Inspection Service, which provides independent professional inspection of all schools affiliated to the Focus Learning Trust, and members of the Steiner Waldorf Schools Fellowship or Cognita group. The report is available from the School Inspection Service website: www.schoolinspectionsservice.co.uk.