



**ISI** Independent  
Schools  
Inspectorate

**Focused Compliance and Educational Quality Inspection Reports**

**Collingwood School**

**November 2019**



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### School's Details

<b>School</b>	Collingwood School		
<b>DfE number</b>	319/6052		
<b>Address</b>	3 Springfield Road Wallington Surrey SM6 0BD		
<b>Telephone number</b>	0208 647 4607		
<b>Email address</b>	schooloffice@collingwoodschool.org.uk		
<b>Headteacher</b>	Mr Leigh Hardie		
<b>Proprietor</b>	Mr Amit Mehta Inspired Learning Group Limited		
<b>Age range</b>	2 to 11		
<b>Number of pupils on roll</b>	90		
	<b>EYFS</b>	26	<b>KS1</b> 21
	<b>KS2</b>	43	
<b>Inspection dates</b>	19 to 21 November 2019		

## **1. Background Information**

### **About the school**

- 1.1 Collingwood School is a day school for boys and girls between the ages of 2 and 11 years. It was founded in 1929 as a school for boys and became co-educational in 1991. In 2012, the school has operated from its present, single site in the London borough of Sutton.
- 1.2 Since the last inspection, the school has become part of the Inspired Learning Group of preparatory schools, managed under the oversight of the proprietor and management team. The current headmaster was appointed in April 2017. Two assistant heads have been appointed and the timetable and curriculum have been revised.

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

- 1.3 The school seeks to nurture, challenge and inspire every child to do their best, and to imbue every pupil with the core values of care, courtesy and consideration within a happy and friendly community. The school aims to provide a high-quality education and to develop a love of learning within a structured, broad and balanced curriculum, to prepare pupils for the next phase of their education.

### **About the pupils**

- 1.4 Most pupils live in the local area. They represent a wide range of ethnic backgrounds. The school's own assessment indicates that the ability of the pupils is above average. The school has identified 21 pupils as having special educational needs and/or disabilities (SEND) including dyslexia, speech and language issues and hypermobility. All have additional support. No pupil has an education, health and care (EHC) plan or a statement of special educational needs. English is an additional language for 20 pupils, two of whom receive additional support. The school has identified a number of more able pupils and the curriculum is modified to meet their needs.

## 2. Regulatory Compliance Inspection

### 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. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. The inspection of schools that have early years settings not requiring registration similarly records whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, the inspection reports on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

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 a combined inspection 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 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.

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 a FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY, the report of which appears later in this document. The COMPLIANCE inspection reports only on the school's compliance with the standards.** The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified. In this focused compliance inspection, key regulations and standards have been inspected in detail. These are the regulations on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety, arrangements to check the suitability of staff; the provision of information to parents; the handling of parents' complaints; and other related aspects of leadership and management. The remaining standards and requirements are deemed to continue to be met unless evidence to the contrary has been found.

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.

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 specifically in published reports in this document but will have been considered by the team in reaching its judgements.

Links to the full regulations and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#).

## Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014 and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and no further action is required as a result of this inspection.

### **PART 1 – Quality of education provided**

- 2.2 The school uses its own framework to determine attainment, instead of the national framework.
- 2.3 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.4 **The standards relating to the quality of education [paragraphs 1–4] are met.**

### **PART 2 – Spiritual, moral, social and cultural development of pupils**

- 2.5 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.
- 2.6 **The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.**

### **PART 3 – Welfare, health and safety of pupils**

- 2.7 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.8 **The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996 are met.**

### **PART 4 – Suitability of staff, supply staff, and proprietors**

- 2.9 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.
- 2.10 **The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**

### **PART 5 – Premises of and accommodation at schools**

- 2.11 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.
- 2.12 **The standards relating to the premises and accommodation [paragraphs 22–31] are met.**

## **PART 6 – Provision of information**

2.13 A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. This includes details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website.

**2.14 The standard relating to the provision of information [paragraph 32] is met.**

## **PART 7 – Manner in which complaints are handled**

2.15 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful.

**2.16 The standard relating to the handling of complaints [paragraph 33] is met.**

## **PART 8 – Quality of leadership in and management of schools**

2.17 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the well-being of the pupils.

**2.18 The standard relating to leadership and management of the school [paragraph 34] is met.**

### 3. Educational Quality Inspection

#### Preface

**The EDUCATIONAL QUALITY inspection reports 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 arrangements for grading from those used in previous inspection frameworks. The judgements made on this inspection are, therefore, not directly comparable to judgements made on previous inspections.

All independent schools are required to meet the requirements of the Independent School Standards. However, different inspectorates 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 the national inspectorate, 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'.**

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school.

## Key findings

- 3.1 The quality of the pupils' academic and other achievements is good.
- Pupils are articulate and confident speakers and write effectively for a range of different purposes.
  - Pupils of all abilities, including those with SEND and EAL, make good progress.
  - Pupils have excellent attitudes to learning. However, they sometimes lack opportunities to develop their higher order thinking skills.
  - Pupils' knowledge, skills and understanding are at a good level across all areas of learning.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils' behaviour is excellent reflecting their sensitive awareness of the needs of others.
  - Pupils have a well-developed sense of right and wrong and proudly uphold the school values.
  - Pupils' social development is excellent and is a strength of the school.
  - Pupils make valuable contributions to the needs of the school community and actively engage with local charities.
  - Pupils have an excellent understanding of what it means to be safe and healthy.

## Recommendation

- 3.3 The school is advised to make the following improvement:
- Ensure that all pupils, including the more able, are encouraged to develop their higher order thinking skills.

## The quality of the pupils' academic and other achievements

- 3.4 The quality of the pupils' academic and other achievements is good.
- 3.5 The school does not take part in National Curriculum tests, but evidence from the school's own assessment data, scrutiny of pupils' work and lesson observations shows attainment to be above average in relation to national age-related expectations. Most pupils, including those with SEND or EAL, make good or excellent progress from their starting points because school leaders record and analyse the progress of individual pupils and use this information to plan appropriate support or challenge. In a few lessons, some pupils failed to benefit from this analysis as they were not encouraged to move on to more challenging work. Pupils in the EYFS make good progress from their baselines and most achieve a good level of development at the end of the Reception year, with the majority of pupils exceeding national expectations of the early learning goals in literacy and mathematics. In their responses to the pre-inspection questionnaire, an overwhelming majority of parents agreed that teaching allows pupils to make progress. This was supported by inspection evidence. During interviews, pupils agreed that they could successfully track their own progress over time because teachers encourage and help them, for example, by providing thought bubbles at the end of their work where they can judge their progress and set targets. Pupils are successful in gaining places of their choice at their next school, with some awarded academic and music scholarships. In their responses to the questionnaire, older pupils say that they are well prepared for their future schools, supporting the school's aim to prepare pupils for the next phase of their education.
- 3.6 Pupils demonstrate good levels of knowledge, skills and understanding across all areas because of skilled specialist teaching and the carefully planned curriculum which includes sufficient time for the consolidation of core subjects, modern foreign languages and creative studies including art and design

technology. In art, younger pupils used their excellent powers of observation to draw leaves, and their highly developed fine motor skills to mix water colour paints to accurately reflect the autumn hues; more able pupils were able to enhance these effects with their understanding of light and dark tones. Pupils displayed excellent levels of control in ball skills lessons because they patiently practised their individual techniques in readiness for team activities. Older pupils demonstrated a good understanding of the use of alliteration to choose effective adjectives to describe their characters in the story of *Beowulf*. Pupils use strategic links between subjects to support problem solving tasks, for example in a science lesson to study evolution, older pupils successfully applied their numeracy skills to estimate when forms of life emerged relative to the formation of the earth.

- 3.7 Pupils' communication skills are excellent. Pupils of all ages and abilities write confidently and highly effectively for a range of purposes because the teaching equips them with the tools to express themselves and encourages them to use adventurous vocabulary to enrich their descriptions. Pupils are highly proficient at writing factual accounts, for example when writing match reports for the school newsletter, because they are effectively guided to use the appropriate style of writing for the task. Children in the EYFS confidently share their ideas because of their daily discussion times and opportunities for role play, such as selling their wares in the class shop. Pupils make very good progress in reading because of regular reading practice and the enjoyment of sharing stories with their older reading buddies. They are confident in using their emergent writing skills to record their work, supported by a structured programme that helps them to learn letters and sounds. Older pupils share articulate responses to questions, for example in assemblies, because they are confident that their views will be respected by staff and by their peers. They show a mature understanding of challenging literature, for example studying a book about life in a war zone, because they are sensitively prepared for the emotive content and because the techniques used to explore the story, including hot seating, enable them to devise searching questions about the events. Pupils of all abilities are confident to share their creative writing because their teachers encourage them to express their ideas, a good example was seen in their eloquent and dramatic accounts of the battle of Hastings.
- 3.8 Pupils' numeracy skills are good, and all pupils make at least the expected levels of progress. Pupils' work is accurate as a result of the whole school focus to strengthen skills in mental arithmetic. Children in the EYFS have an age appropriate understanding of number, consolidated by multisensory experiences such as using twigs to make a number line during a woodland adventure session. Older pupils gain useful practical experience of financial strategies during the school enterprise challenge when classes compete to see who can devise the most successful ways to make their money grow.
- 3.9 Pupils are highly competent users of information and communication technology (ICT) and they have many opportunities to use their skills for investigative projects. For example, younger pupils confidently used search engines to research for a project about African animals and tribes. Pupils have a strong awareness of the importance of internet safety and, during interviews, younger pupils explained that they can ask older pupil leaders for technical advice and share any concerns. They fully understand the dangers of sharing digital information informed by a specially devised school programme where they can upload and showcase their work to selected groups and make evaluative, constructive comments on their own work and that of their peers. Older pupils use their skills to prepare guidance for younger children and produced a sophisticated and effective presentation explaining how to use the internet safely.
- 3.10 Pupils' study skills are good because they constantly refer to the school's emphasis on critical thinking and communication. Younger pupils develop their learning skills by identifying them with animal characters, for example, 'trying like Carlos the Camel' to learn multiplication tables until they are successful. Older pupils fully engaged their communication skills when writing chapter summaries and predicting the next events in a literacy task. Pupils have many opportunities to access higher order thinking skills because a range of learning strategies are offered, for example in a mathematics lesson, pupils could choose their level of challenge when practising a new skill. However, in some lessons, no

such options were offered and pupils, including the more able, were not able to access the appropriate level of challenge to suitably extend their learning.

- 3.11 Pupils achieve well in sporting fixtures against other schools and proudly celebrate team and individual successes in the school newsletter with special mention of individual players selected to compete at borough and county level in cricket, swimming and football. Pupils' love of drama and the strength of their performing skills is shared in successful school productions and reflected in the high standard of awards in a local poetry competition and pupils' creditable results in individual instrumental and vocal examinations.
- 3.12 Pupils' attitudes to learning are excellent. Younger pupils show their determination to concentrate well because they remind each other to engage their ears, eyes and brain at the start of every lesson. Pupils work well together, for example, showing natural perseverance and high levels of collaboration as the choir learned a new Christmas song. Older pupils enthusiastically work towards the award of *The Collingwood Way*, presented to recognise the successful development of independence and perseverance in their work, and their contribution to school activities. Pupils are confident in developing new skills because school leaders create a learning environment in which pupils of all ages and abilities are encouraged to 'have a go'. They are supported in this by the mutual respect that exists between pupils and their teachers.

### **The quality of the pupils' personal development**

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils' self-understanding is excellent. They display a mature appreciation of their own strengths and areas for self-improvement in their work and readily accept the guidance in the feedback from their teachers. They effectively assess the success of their own learning and confidently set targets for personal improvement. Pupils are resilient and always willing to keep trying when solving problems because the school encourages them to think for themselves. Older pupils are well prepared for the next stage of their lives because they develop their independence as they work towards school awards. During interviews, older pupils explained that they felt more independent and ready to move to their next schools because safety talks at school had developed their skills to adapt to new situations such as travelling on public transport.
- 3.15 Pupils exhibit strong decision-making skills and they recognise the importance of making the right choices, guided by their awareness of the needs of the wider world. They are encouraged to make decisions to promote their personal well-being, for example younger children choose whether they need their coats for outdoor activities. Pupils understand that their decisions can affect the world around them, for example, during an assembly, younger pupils responded thoughtfully to the problem of how to dispose of litter, agreeing that it should be taken home for recycling and not thrown away. Pupils have many opportunities to vote for important issues such as the winner of the school talent competition, appreciating that this should be a secret ballot. They actively contribute to making decisions about the life of the school because their voice is represented by the democratically elected members of school council and their suggestions are supported by school leaders as, for example, when a ramp was constructed in the playground to facilitate wheelchair access.
- 3.16 Pupils have an excellent appreciation of the non-material aspects of life and a highly developed spiritual understanding. Older pupils showed deep insight into the issues of poverty and homelessness after visiting a presentation on compassion at a local church. In a class discussion, pupils sensitively expressed their thoughts about the importance of family members and why they were so special, for example the enjoyment of playing with a young relative on a rare visit from another country. Pupils share the school prayer with a deep conviction and understand its links with the school values of care, compassion and consideration. They appreciate the splendour of the world around them, for example sharing the beauty of autumn leaves in their paintings and using carefully chosen words to describe their colours. Pupils think very deeply about the thought for the week in the newsletter, for example

discussing potential links between the poppies of remembrance and the epitaphs on many soldiers' graves.

- 3.17 Pupils' behaviour is excellent, and they have a mature understanding of the concepts of right and wrong. They are very proud of personal awards to recognise positive behaviour or attitudes, for example the presentation of a leaf to add to the Collingwood tree displayed in the entrance hall, because it is a high honour not readily given. During interviews, pupils agreed that they have an excellent understanding of the school's behaviour policy and find it to be fair. Pupils have high moral standards and fully accept responsibility for their own behaviour. They recognise that teachers guide them to make the best choices about their behaviour and are positive about accepting help to recognise the consequences of making poorly judged decisions.
- 3.18 Pupils' social development is excellent and a strength of the school and encouraged strongly by all staff who act as positive role models. Pupils of all ages work well together, for example, younger pupils readily help each other to sound out words during a shared reading game and show their genuine enjoyment in weekly paired reading sessions with their older reading buddies. Older pupils take their roles and responsibilities very seriously and take great pride in representing the school, for example at the recent Remembrance Day service.
- 3.19 Pupils' contribution to the lives of others within the school and the local community is excellent. Older pupils show their respect for the school's core values of care, consideration and compassion by looking out for the younger members of the school family, for example helping them at lunch and preparing presentations to teach them about e-safety. They display a strong awareness of the needs of the surrounding community because the school actively supports local events and sensitively introduces the pupils to the lives of those less fortunate than themselves, for example, holding a school sleepover event and donating harvest goods and Christmas parcels to homeless people. Older pupils show great initiative in setting up new projects, for example designing and making instruments for children with brain injuries and visiting local nurseries to donate games. The school council effectively sends a strong message about the importance of looking after the environment and is fully supported by school leaders to contribute ideas for school development, for example creating log seats from a fallen tree and collecting plastic waste to make eco-bricks. Older pupil leaders readily take on positions of responsibility, selecting the post for which they are best suited.
- 3.20 Pupils keenly celebrate the cultural richness of the school community; they share religious festivals and national events because they have a natural and respectful interest in the customs and beliefs of others, and they place great value on the diversity of their friendships. Pupils of all ages have a strong appreciation of current events in the wider world, for example children in the EYFS knowledgeably named the countries of the world on a globe and discussed where different animals might live. Pupils of all ages understand that the needs of those with SEND may be different from their own because the ethos of the school emphasises the need for care and consideration for others.
- 3.21 Pupils have an excellent understanding of the need to eat healthily and to keep themselves safe. In their responses to the questionnaire, they say that there is always someone to ask for help and to share any concerns because they trust their teachers and they know how to access confidential help if needed. Older pupils recognise the importance of looking after their mental health, explaining during interviews that the recent 'Be Kind to your Mind' week had taught them the importance of feeding your brain and they recognised that they could replace sadness and depression with joyful events. Pupils know how to keep safe online, guided by school procedures and the advice of older pupil leaders.

## 4. Inspection Evidence

- 4.1 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 proprietor, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and assemblies. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

### Inspectors

Mrs Gillian Bilbo	Reporting inspector
Mrs Louise Salmond Smith	Compliance team inspector (Head, IAPS school)
Mr Chris Calvey	Team inspector (Head, IAPS school)