

## **COLLINGWOOD SCHOOL**

3 Springfield Road, Wallington, Surrey, SM6 0BD

**03 JULY 2017**

## **CHARACTERISTICS OF THE SCHOOL**

Collingwood School is an independent day school for boys and girls between the ages of three and eleven, located in the London borough of Sutton. It was founded in 1929 as a school for boys, and became co-educational in 1991. There are 100 pupils on roll, 57 boys and 43 girls, of whom 29 are in the Early Years Foundation Stage (EYFS). The school is a registered charity, overseen by a board of governors. It is divided into two sections; the pre-prep, which includes Nursery and Reception, and the prep. Fifteen pupils have been identified as requiring support for special educational needs and/or disabilities (SEND). No pupil has a statement of special educational needs or an Education, Health and Care (EHC) Plan. No pupils require support with English as an additional language. The previous regulatory compliance inspection was in December 2016 and a new headmaster took up his appointment at Easter 2017.

## **PURPOSE OF THE VISIT**

This was an unannounced progress monitoring visit at the request of the Department for Education to check that the school has fully implemented the action plan submitted following the regulatory compliance inspection on 6-7 December 2016. The focus of the visit was on welfare, health and safety, in particular measures to guard against bullying, and the manner in which complaints are handled.

## **INSPECTION FINDINGS**

### **Welfare, health and safety of pupils – safeguarding [ISSR Part 3, paragraph 7 (a) and (b)]; Provision of information to parents [ISSR Part 6, paragraph 32 (1) (c)]**

The school meets the regulations.

The school meets the requirements for providing information relating to safeguarding to parents. Particulars of the arrangements for safeguarding are published on the school's website.

The school has an appropriate policy for safeguarding which provides suitable arrangements to safeguard and promote the welfare of pupils at the school, published on its website. Staff interviewed, including the deputy safeguarding lead, have been trained at suitable levels and are clear about their responsibilities in implementing the policy.

### **Welfare, health and safety of pupils – bullying [ISSR Part 3, paragraph 10]**

The school meets the regulation.

The school's procedures to guard against bullying are guided by a comprehensive policy which was re-written in response to shortcomings found at the previous inspection. Staff confirm they have all received training in anti-bullying measures. A national child protection agency has taken assemblies for pupils and also provided staff

training, particularly in cyber-bullying. The policy includes preventative measures which were compiled following staff discussion at a series of staff meetings. Any alleged incident of bullying is recorded by the form teacher and communicated to the head. Procedures are reviewed by staff each term and any pupils of concern are discussed in staff meetings, so that suitable strategies may be implemented.

Pupils who are seen as potentially vulnerable to being bullied, and those who might engage in bullying behaviour, are monitored by form teachers. Pupils whose behaviour gives rise to concern have regular discussions with the head to reinforce desired behaviour traits, such as co-operation and positive behaviour. Pupils who are having any personal difficulties are encouraged to talk to staff, in particular the special educational needs co-ordinator, who also has a counselling role. Staff regularly check a 'Worry Box' and older pupils have been trained as 'buddies' to befriend those who need additional support in the playground. The school has suitable procedures to address cyber-bullying and pupils and staff confirm that training in e-safety is provided in personal, social and health education and information, communication and technology lessons to raise their awareness. Pupils interviewed indicated a strong understanding of how to keep safe online. Posters are clearly displayed around the school to reinforce e-safety messages and parents have been informed of the school's approach.

Scrutiny of the anti-bullying and serious sanctions logs indicates that since the previous inspection there have been no cases of bullying and no cause for serious sanctions. The log is well-organised and all behavioural incidents are recorded. Most incidents recorded are for relatively minor behavioural issues and there are no notable patterns. In line with the school's positive behaviour policy, typical escalating sanctions are a verbal reprimand from a member of staff, missing break time, or discussion with parents and the head. Staff report that pupils are generally well-behaved but recognise the need to be alert to behaviour which might develop into bullying.

Pupils similarly confirm that they generally get on well with each other and that they do not experience any bullying. They are confident that if they cannot sort out arguments or have any concerns, their teachers listen to them and respond quickly and effectively. They state that teachers are caring and approachable and are easily accessible should anything go wrong. The pupils are very positive about their experience in school saying the atmosphere is kind and welcoming, that they feel very safe and have good friends to support them. Governors are informed of any bullying or serious behavioural incidents via their safeguarding committee which reports to the full board, and confirm that since the previous inspection there have been no such incidents.

#### **The manner in which complaints are handled [ISSR Part 7, paragraph 33]**

The school meets the regulation.

The school has a suitable complaints policy that is available on its website and implements this effectively. It publishes the number of formal complaints made in the previous academic year. Scrutiny of the complaints log indicates that a thorough record is made of informal concerns and that there have been no formal complaints made since the previous inspection. The leadership has good knowledge of the three-stage complaints process and, in a termly report to governors, communicates any complaints and incidents to enable governors to maintain suitable oversight.

### **REGULATORY ACTION POINTS**

The school meets all of the relevant requirements of the Education (Independent School Standards) Regulations 2014, and requirements of the Early Years Statutory Framework 2014.