

School inspection report

30 January to 1 February 2024

Collingwood School

3 Springfield Road

Wallington

Surrey

SM6 0BD

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

Contents

SUMMARY OF INSPECTION FINDINGS	3
THE EXTENT TO WHICH THE SCHOOL MEETS THE STANDARDS.....	4
RECOMMENDED NEXT STEPS.....	4
SECTION 1: LEADERSHIP AND MANAGEMENT, AND GOVERNANCE.....	5
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO LEADERSHIP AND MANAGEMENT, AND GOVERNANCE.....	6
SECTION 2: QUALITY OF EDUCATION, TRAINING AND RECREATION	7
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO THE QUALITY OF EDUCATION, TRAINING AND RECREATION	8
SECTION 3: PUPILS’ PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING	9
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS’ PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING	10
SECTION 4: PUPILS’ SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY.....	11
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS’ SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY	11
SAFEGUARDING	12
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO SAFEGUARDING	12
SCHOOL DETAILS	13
INFORMATION ABOUT THE SCHOOL.....	14
INSPECTION DETAILS	15

Summary of inspection findings

1. The leadership team work together effectively to successfully promote the education and wellbeing of pupils. Governors and leaders demonstrate suitable knowledge, skills and understanding in the fulfilment of their responsibilities. Governors fulfil equivalent roles in other schools in the proprietorial group. This experience contributes to their effective quality assurance of all aspects of provision.
2. Careful curriculum planning by leaders means that pupils develop their knowledge, skills and understanding across a wide range of subjects. Teachers use suitable resources effectively. Pupils' extensive use of digital technology is seamlessly integrated with more traditional methods of working. Pupils who have special educational needs and/or disabilities (SEND) receive appropriate support within lessons and staff meet their needs well. Leaders and teachers make effective use of an assessment framework to evaluate pupils' performance. All pupils, including those who have SEND, make good progress from their starting points. In a small proportion of lessons some pupils are not consistently challenged to think and learn for themselves.
3. Activities for learning and development in the early years are well planned so that children make good progress. Regular communication by staff with parents keeps them well informed of their child's learning and development.
4. Leaders and staff strongly promote pupils' physical and mental health and emotional wellbeing. The curriculum and programmes of activities are well planned to meet the pupils' physical, personal and health education needs. Leaders implement the behaviour policy effectively. Pupils put into practice the school values of care, courtesy and consideration, as demonstrated in their relationships with each other and with staff.
5. Leaders implement an appropriate and effective relationships and sex education (RSE) programme. Teachers provide suitable guidance and resources in personal, social, health and economic (PSHE) education and assemblies so that pupils appreciate and respect equality and diversity and value the inclusivity of their school community.
6. Governors and leaders make and oversee the carrying out of appropriate checks on premises and take measures accordingly to provide a safe environment for staff, pupils and visitors. Health and safety procedures are implemented in accordance with relevant legislation and guidance.
7. Leaders and staff prepare pupils effectively for the next stage of their life. Through lessons and extra-curricular activities, pupils develop their understanding and appreciation of British values. They show respect for their own and other cultures, learn to understand right from wrong and take responsibility for their actions. Pupils engage in charitable work and with the wider community so that they develop a sense of citizenship.
8. Governors and leaders work together effectively on safeguarding. All staff, including the designated safeguarding leads, are appropriately trained to fulfil their safeguarding responsibilities.

The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are met.
- Standards relating to the quality of education, training and recreation are met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are met.

Recommended next steps

- Leaders should ensure that pupils are consistently challenged to think and learn for themselves in academic lessons in line with their ability.

Section 1: Leadership and management, and governance

9. Leaders use their knowledge, skills and understanding effectively to fulfil their obligations. Governors have the appropriate knowledge and skills to fulfil their role and responsibilities and they support leaders well.
10. Governors visit the school regularly. They listen to the views of pupils and staff and take these into account as they promote staff development and school improvement. Leaders' evaluation of the school identifies strategic plans for development that are well supported by the governing body.
11. Leaders promote understanding of the school's policies and procedures by all members of the school community so that they implement these effectively. This includes active promotion of the school's core values, in response to which staff and pupils demonstrate care, courtesy and consideration in their daily interactions with each other.
12. Leaders actively foster pupils' wellbeing and implement appropriate strategies to identify, manage and mitigate risks. Robust systems of pastoral care support pupils effectively. Pupils are confident that they can talk with members of staff if something is worrying them and they also use the worry boxes in the classrooms to bring concerns to the attention of teachers. Leaders have initiated nurture sessions to support pupils who display signs of heightened anxiety.
13. Leaders work effectively with local agencies, as and when necessary, including to support pupils who have SEND and in relation to safeguarding matters.
14. Leaders have implemented a curriculum with breadth and depth supported by teaching through which pupils successfully acquire knowledge and develop their skills and understanding. Pupils access a range of age-appropriate extra-curricular activities. Through careful lesson planning teachers develop pupils' critical thinking and their ability to analyse and evaluate.
15. Staff in the early years know the children well and meet their needs effectively. Teaching and learning are carefully planned so that the children make good progress. Staff communicate with parents regularly to keep them informed of their children's development. Weekly class newsletters highlight learning that has taken place and offer useful guidance on how parents can support their children's progress.
16. The school implements its complaints policy effectively. Concerns raised by parents to teachers and any complaints are recorded and managed appropriately. Records are suitably monitored to identify any trends.
17. Leaders provide regular and informative reports to parents and ensure that information required by current or prospective parents and other bodies is made available as required.
18. Leaders implement a suitable accessibility strategy. They make adjustments to meet the needs of individual pupils. Curriculum provision includes materials and teaching that enhance pupils' knowledge and understanding of equality, diversity and inclusion.
19. Governors receive appropriate training and maintain effective oversight of the school's policies and procedures, including in relation to safer recruitment. They systematically monitor the school's provision in relation to the Standards.

The extent to which the school meets Standards relating to leadership and management, and governance

20. All the relevant Standards are met.

Section 2: Quality of education, training and recreation

21. Leaders plan and implement the curriculum effectively so that the pupils make good progress. They devise subject curriculums with due regard to pupils' ages, abilities and needs. Teachers tailor lessons to develop pupils' skills, knowledge and understanding effectively. For example, in the early years, well-planned lessons and activities lead children to become more independent whilst developing their motor skills and competency in their areas of learning.
22. Leaders enhance the curriculum with stimulating themed days, such as STEAM Day, educational visits and visits from external providers, which enrich the pupils' learning.
23. Teachers are secure in their subject knowledge. They plan lessons to build on prior learning and develop understanding. In most lessons, teachers make skilful use of a range of activities and strategies to promote learning and good progress. Pupils are encouraged to develop their numeracy skills, for example, by experimenting with a variety of methods to solve a question. Sometimes, however, teaching does not consistently challenge all pupils in a class to think and learn for themselves in line with their aptitude.
24. Staff employ effective skills to manage teaching time and engender positive pupil attitudes towards their work and behaviour. They use resources adeptly to contribute to pupils' learning. Pupils' digital skills are well embedded and used effectively across the curriculum. Pupils use technology confidently to learn and present work without detriment to their well-developed written presentation skills.
25. The broad range of subjects taught means that pupils acquire knowledge and develop their creative, linguistic and artistic skills along with literacy and numeracy skills. Pupils throughout the school use technical and scientific vocabulary effectively as they develop their understanding of scientific techniques.
26. Pupils who have SEND make good progress in line with their peers. This is because leaders equip teachers and teaching assistants with appropriate skills and strategies to support all pupils effectively. Leaders are proactive in identifying those pupils who may require support and in putting this in place.
27. There is a clear framework that leaders and teachers use regularly to evaluate pupils' work and academic performance. Leaders scrutinise data from a range of standardised assessments. They use this to develop areas of focus for pupils and to monitor and track their progress. Teachers assess pupils' work in accordance with the school's feedback policy. The written and verbal comments on their work are appreciated and valued by pupils and help them to improve.
28. Provision in the Early Years Foundation stage means that pupils make progress against their developmental goals across all prime and specific areas. Staff are knowledgeable and plan effective learning opportunities to meet individual needs. Children confidently set their own targets and reflect on them with their teacher. They work towards next steps that have been agreed with the staff. Children are successfully motivated to become curious and independent learners.
29. Leaders provide a range of extra-curricular opportunities that develop and extend pupils' skills. Drama and music collaborations are rehearsed and performed enthusiastically by pupils.

The extent to which the school meets Standards relating to the quality of education, training and recreation

30. All the relevant Standards are met.

Section 3: Pupils' physical and mental health and emotional wellbeing

31. Leaders emphasise the promotion of pupils' wellbeing as central to staff training and curriculum planning. They focus on the nurture of pupils and their happiness when considering school development matters, and successfully provide a caring environment. Pupils find staff approachable and are secure knowing they can turn to someone if they experience problems. This supports pupils in developing positive self-esteem and self-confidence. Pupils interact confidently with visitors to the school and older pupils confidently and lucidly articulate the school's values and practices.
32. Pupils regularly exercise, both in lessons and in a variety of extra-curricular activities. The physical development of children in the early years is nurtured through frequent outdoor activities, including walks to the woodland. Pupils learn about promoting good mental health and other aspects of personal development during PSHE lessons. Lessons and assemblies contribute to the development of pupils' emotional intelligence and qualities such as empathy.
33. The importance of the emotional wellbeing of the pupils is well understood by staff who deal sensitively with children who are anxious or emotionally upset. When extra emotional support is needed, pupils participate in nurture group meetings in which they discuss their concerns and develop confidence.
34. Pupils behave well in class and outside of lessons. They show high levels of respect for one another because of the clear expectations of staff and the behaviour modelled by staff and leaders. Pupils are confident that staff will deal with any bullying incidents effectively.
35. Leaders have implemented a bespoke relationships education programme designed to meet the needs of the pupils. Through this, pupils apply what they learn to their daily interactions, which contributes to the harmonious culture of the school community. Senior pupils act responsibly as buddies and provide emotional or moral support to pupils who may require this during breaktimes.
36. Leaders deploy staff efficiently so that pupils are appropriately supervised. This contributes to pupils' confidence as they are secure in the knowledge that adult support is immediately available, if needed.
37. The school's admission and attendance registers are maintained appropriately, and unexplained absences are swiftly followed up. Staff transfer child protection files and information to destination schools of leavers in accordance with statutory guidance.
38. Governors and leaders effectively oversee the maintenance of the school premises and the implementation of required health and safety checks. They take appropriate precautions to reduce the risk from fire. Pupils evacuate the building efficiently in termly drills and staff receive regular fire safety training. An appropriate fire risk assessment is in place.
39. Arrangements for pupils who are unwell or require first aid are suitable. Staff receive regular training in paediatric first aid.

The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing

40. All the relevant Standards are met.

Section 4: Pupils' social and economic education and contribution to society

41. Curriculum and enrichment activities develop pupils' understanding of social and economic wellbeing appropriate to their age. The PSHE and RSE programmes of study equip pupils with economic understanding and skills to thrive in contemporary society. For example, pupils study fair trade on a local and global scale.
42. Pupils are well prepared for the next stage of their education. Children in Nursery become Reception adventurers before transfer. Senior school leaders visit the school to talk with older pupils, who explore the differences between their school and secondary schools. The curriculum includes consideration of possible future careers and visiting speakers contribute to pupils' understanding of possible future educational pathways.
43. Pupils act with respect and inclusivity towards others and the school community celebrates cultural diversity. This is reflected in pupils' topics of study and the range of literature that they access. Older pupils demonstrate a mature understanding of protected characteristics. Children in the early years are cooperative and collaborative both in the classroom and outside. They act towards each other with kindness and consideration.
44. Teaching of British values is effective from early years onwards. Pupils understand right from wrong and articulate this clearly. Leaders in school prepare pupils for life in British society by providing opportunities for involvement in democratic processes and debating. Reception children vote when choosing stories to be read. Pupils throughout the school vote for their school council representatives. Pupils learn about citizenship in their PSHE lessons and gain insight into British institutions through their educational visits programme. Children in the early years visit the fire station. Older pupils' experience includes a focus week on Parliament, which includes learning about the rule of law and legislative processes.
45. Pupils across the school take on positions of responsibility, for example on school councils. Older pupils embrace their opportunities to lead houses and sports teams or be science or digital ambassadors. These roles develop social wellbeing and, through them, pupils make a positive contribution to the life of the school.
46. Leaders have successfully implemented the Collingwood Way programme for pupils in the older year groups. This initiative helps pupils understand aspects of good citizenship as they collaborate on projects to support the wider community and organise charity events. Pupils lead other events in school such as NSPCC Number Days. Children in Reception have supported the community by litter-picking in the local park, through which they develop their understanding of being responsible citizens. Staff have supported pupils on the school's eco-council to help improve biodiversity in the local environment. Pupils are proud of their achievements in taking responsibility and supporting the wider community.

The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society

47. All the relevant Standards are met.

Safeguarding

48. Leaders promote safeguarding as a priority. Policies are drawn up appropriately and are implemented effectively and consistently.
49. Staff receive appropriate training when they join the school. This is updated at regular intervals, including in staff meetings. Staff appreciate the rigorous approach to the safeguarding of pupils. They are confident in their understanding of child protection procedures and how to recognise and report concerns.
50. Those with designated safeguarding lead responsibilities receive appropriate training. They work effectively with external agencies when concerns arise and demonstrate thorough recordkeeping in line with requirements.
51. Pupils feel that school is a safe and secure place with teachers whom they trust. They understand the importance of staying safe online and develop their understanding of how to do so over time.
52. Governors maintain effective oversight of the school's safeguarding policy and procedures, including the filtering and monitoring of internet usage. They are well informed through termly meetings, visits to the school and an annual safeguarding audit.
53. The school implements appropriate procedures with regard to children missing or absent from education.
54. Senior leaders are trained in safer recruitment and appropriate safer recruitment checks are completed for all staff and governors. There is a suitable central register of appointments and appropriate records are kept of the requisite pre-employment checks.

The extent to which the school meets Standards relating to safeguarding

55. All the relevant Standards are met.

School details

School	Collingwood School
Department for Education number	319/6052
Address	Collingwood School 3 Springfield Road Wallington Surrey SM6 0BD
Phone number	0208 647 4607
Email address	schooloffice@collingwoodschool.org.uk
Website	http://www.collingwoodschool.org.uk
Proprietor	Inspired Learning Group Limited
Chair	Mr David Tidmarsh
Headteacher	Mr Leigh Hardie
Age range	2 to 11
Number of pupils	120
Date of previous inspection	7 March 2022

Information about the school

56. 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. The school has been owned and governed by Inspired Learning Group Limited since 2019.
57. The school has identified 16 pupils as having special educational needs and/or disabilities (SEND). One pupil in the school has an education, health and care (EHC) plan.
58. English is an additional language for 30 pupils.
59. The school states its aims are to nurture, challenge and inspire all pupils and for pupils to show care, courtesy and consideration. It seeks to ensure pupils will thrive in a supportive learning environment, be confident, polite, thoughtful and well prepared for the next stage of their education.

Inspection details

Inspection dates

30 January to 1 February 2024

60. A team of three inspectors visited the school for two and a half days.

61. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assemblies
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the chair and other governors
- discussions with the head, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

62. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

How are association independent schools in England inspected?

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
- For more information, please visit **www.isi.net**.

Independent Schools Inspectorate

CAP House, 9-12 Long Lane, London, EC1A 9HA

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