



COLLINGHAM

**INDEPENDENT
GCSE & 6th FORM COLLEGE
PARENTS' HANDBOOK**

ACADEMIC YEAR 2009-2010

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CONTACT INFORMATION

The logo for Collingham is an oval shape with a dark background and the word "COLLINGHAM" written in a light, serif font across the center.

PARENTS' HANDBOOK

Collingham places great importance on establishing and maintaining good relations with parents, who play such a crucial role in their children's education.

Communication between parents and College can be via any of the following channels:

- Telephone 020 7244 7414 to speak to Emily Woodnutt, the School Secretary at the A level building, who monitors attendance on a class-by-class basis throughout the day, and can also answer any queries you may have about the times of lessons. Emily will take and deliver messages from parents to other members of staff and will also provide information about London Transport student Oyster cards.
- Telephone 020 7584 7196 to speak to Elizabeth Crawford, Secretary at the GCSE Department.
- Email: London@collingham.co.uk; messages sent to this address will be forwarded to the relevant member of staff.
- Post: address for the A level building is 23 Collingham Gardens, London SW5 0HL. The GCSE Department is at 17 Queen's Gate Place, London SW7 9NY.
- Face to face: to make an appointment to meet with the Principal, Gerald Hattee, please telephone his secretary, Marie-Christine Summers on 020 7244 7414
- To make an appointment to see any other member of staff, please telephone Emily Woodnutt (A level) or Elizabeth Crawford (GCSE Department).
- Parents' Evenings are held each term, providing an opportunity to discuss students' progress and plans.

The Department for Children, Families and Schools requires that we publish the following policy documents, which you will find in the following sections of this booklet:

- 1 ADMISSIONS, DISCIPLINE AND EXCLUSIONS**
- 2 CHILD PROTECTION POLICY**
- 3 ANTI-BULLYING POLICY**
- 4 COLLEGE POLICY FOR TRIPS AND VISITS**
- 5 COLLINGHAM'S CURRICULUM POLICY**
- 6 PROVISION OF SUPPORT FOR SPECIAL EDUCATIONAL NEEDS**
- 7 WELFARE PROVISION FOR INTERNATIONAL STUDENTS**
- 8 EXAMINATION RESULTS**
- 9 COMPLAINTS PROCEDURE**
- 10 STAFF LIST**

SECTION 1

ADMISSIONS, DISCIPLINE AND EXCLUSIONS

1.1 Admissions

All students are interviewed by the Principal or the Director of Studies. Admission at A level is based upon assessment at interview, GCSE results and previous school record. At other levels, written work and tests may be required. Prospective courses are fully discussed.

Criteria for admission to the Sixth Form (to begin A level courses) are:

- Level of educational attainment equivalent to at least five passes at GCSE/O level or equivalent, including Maths and English
- Satisfactory reports from the current or previous school

Additionally, in the case of an application by an international (non-EU) student, the UK Border Agency rules require that the following documents be provided :

- Proof of identity (photocopy of passport)
- Proof of educational attainment (diplomas, certificates etc)
- Proof of English Language level (IELTS diploma level 5 or equivalent)
- Proof of ability to pay the first year's fees (bank statement or bank letter of reference)

1.2 Discipline and Exclusions

Collingham sets out to establish a framework of good behaviour and academic achievement. Its ethos is to emphasise encouragement and confidence building, wherever possible; but within this, there have to be boundaries.

For problems of a general nature, such as disruptive behaviour in class, disrespect to a teacher, any form of anti-social behaviour, such as bullying, failure to attend lessons and so forth, there is the following pattern:

Stage 1 Verbal warning by Principal/Vice-Principals/Director of GCSE.

Stage 2 Detention.

Stage 3 A letter to parents/possible meeting with parents.

Stage 4 Suspension.

Stage 5 Exclusion.

For issues which are primarily academic, the framework is that Collingham seeks to prepare students for university life and places a strong emphasis on self-motivation and mature working relationships between tutors and students. Again, however, there have to be boundaries.

Students who under-perform academically will receive firm guidance and counselling from tutors and personal tutors.

Stage 1 SATIS cards can provide lesson-by-lesson monitoring.

Stage 2 Monitored study time in the Study Room.

Stage 3 As a last resort, suspension.

SATIS and monitored study periods help personal tutors to oversee students' progress and difficulties, rather than simply to punish them. SATIS reports allow Personal Tutors to help students to recognise for themselves patterns of behaviour that lead to poor academic performance; set Study Room time gives students the opportunity to catch up on work, while at the same time encouraging a more consistent pattern of independent work.

Overall, the emphasis is on the production of outstanding work and the establishment of positive study habits, rather than punishment per se.

N.B. When a sanction is imposed on a student, details will be recorded in the Punishment Book, which is kept in the Front Office. A record will also be kept by the Personal Tutor in the student's file.

The GCSE Punishment Book is kept in James Allder's office at Queen's Gate Place.

Clearly, this is a pattern which has to be interpreted in terms of the nature of the problem, but basically the sanctions will escalate if there is no response to the first stages of discipline.

1.3 Drugs and Substance Abuse

Collingham's policy in this area is uncompromising: anyone found in possession of an illegal substance will be expelled.

Monitoring of students' behaviour takes place continuously, both inside and in the area immediately outside the building. Anyone suspected of using, selling or buying any illegal substance will be interviewed by the Principal, and may be asked to leave immediately. Parents will be informed.

Collingham maintains close links with the local police. Uniformed and plain clothes police officers patrol the area on a regular basis.

We aim to ensure that students are aware of this policy, and of the dangers of using banned substances. Specific reference to this issue is made at the Induction Meetings at the beginning of the academic year.

SECTION 2



CHILD PROTECTION POLICY

In accordance with "*Safeguarding Children and Safer Recruitment in Education*" (DfES 2007 04217-2006), and *The Children Act 1989*, at Collingham the protection and welfare of the child are always paramount.

The college policy on child protection fully supports this framework and seeks to encourage the development of young people in ways which will foster security, confidence and independence.

N.B. For the purposes of this policy and procedures, a child is any person under the age of 18 years, or who is considered vulnerable.

Objectives

Everyone working in the college shares an objective to help keep children and young people safe by contributing to:

- Providing a safe environment for children and young people to learn at Collingham
- Ensuring that the college has a coherent Child Protection Policy
- Fostering a school environment in which every student feels valued and able to articulate their wishes and feelings in their preferred method of communication in an atmosphere of acceptance and trust.
- Identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in the education setting
- Helping students to acquire skills and attitudes which enable them to resist abuse in their own lives and to prepare themselves for responsibilities in their adult lives
- Promoting safe practice and challenging poor and unsafe practice
- Identifying instances in which there are grounds for concern about a child's welfare, and initiating or taking appropriate action to keep them safe
- Establishing an effective working partnership between all those involved with providing services for children and young people.

Safeguarding and Promoting Welfare

- All adult members of the college community have a responsibility for setting examples of tolerance, sensitivity and negotiation.
- Students' development should be supported in ways which will foster security and confidence.
- Such issues are explicitly addressed through the taught curriculum, in particular PSHE at GCSE level and through the Pastoral Support system at the A level Department.
- Every member of staff has a responsibility and duty to be alert to the possibility that a student may have been or may be, at risk or being abused.
- All staff are expected to understand their roles and responsibilities in respect of child protection management in cases of suspected or disclosed abuse.
- Any suspicions, student or parental complaints must be reported immediately to the Principal, Deputy Principal or Personal Tutor.
- Personal Tutors have the responsibility for supporting and monitoring individual students. This process may also involve tutors.
- The College ensures that the Criminal Record Bureau, in accordance with their guidelines, checks all staff with responsibility for children
- The College refers to the Independent Safeguarding Authority to maintain and ensure safe staff recruitment.
- Collingham requires that all staff comply with ISA Vetting and Barring procedures.
- Regular staff training sessions are provided to ensure all staff are fully aware of the latest Safeguarding legislation and their roles and responsibilities in upholding it.
- New developments, statutory changes and amendments to best policy will be cascaded down to staff by senior management.

SECTION 3

ANTI-BULLYING POLICY



3.1 Statutory duty of schools and colleges

Head teachers have a legal duty under the *School Standards and Framework Act 1998* to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils.

In accordance with the College policies on Equal Opportunities, Health & Safety and Child Protection, Collingham's anti-bullying policy recognises that each individual has the right to learn and to work in a supportive, caring and safe environment without fear of being bullied. It aims to prevent all forms of bullying at the College. This policy has been developed within the context of the *Safeguarding children and safer recruitment in education agenda 2007* (DfES 04217-2006).

3.2 The nature of bullying

Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed are pupils able to benefit fully from the opportunities available at college.

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. The three main types of bullying are:

- physical (hitting, kicking, theft)
- verbal (name calling, racist remarks)
- indirect (spreading rumours, excluding someone from social groups)
- abusive or derogatory postings on Online/social networking sites will be expressly treated as bullying.

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lack of concentration or truanting from school. Pupils must be encouraged to report bullying in schools.

All members of staff are made aware of the nature of bullying and are alert to the signs of bullying. They should act promptly and firmly against it, in accordance with college policy.

3.3 Implementation

The following steps may be taken when dealing with incidents:

- if bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- a clear account of the incident will be recorded and given to the Principal and/or the student's Personal Tutor
- The Principal will interview all concerned, individually and in private, and will record the incident. A decision will then be taken about whether to involve the parents of those concerned
- On the basis of information gathered during these interviews (and those of any witnesses of the alleged incidents, as appropriate), the Principal will decide whether to take any further action.

3.4 Sanctions

- If the Principal, on the basis of information gathered, decides that the perpetrators should be punished, the following sanctions may be applied, at his discretion:
 - In the first instance, parents will be informed and, if possible, a joint strategy will be agreed; e.g. use of psychological counsellor.
 - Suspension will be considered and instituted.
 - Expulsion will be carried out if bullying behaviour persists.
 - A record will be kept in the student's file, of any incident and of the action taken.

3.5 Monitoring

Tutors and students enjoy a joint working environment throughout the building at all times. This enables a continuous assessment of student behaviour. For any individual cases, there can be a special focus on a pupil or group of pupils.

As the areas immediately outside the building are also monitored, there can be an evaluation of how groups and individuals interact.

3.6 Evaluation

Personal tutors jointly discuss and evaluate any problem on a regular basis.

SECTION 4



COLLEGE POLICY FOR TRIPS AND VISITS

- Tutors must discuss arrangements for off-site visits with the Principal or Deputy Principal. During such visits, Tutors are responsible for the wellbeing of students in their care, and can be held legally responsible for any aged under 18.
- Parental consent must be obtained for each participating student before the start of the trip/visit. The relevant forms, giving details of the planned outing, will be sent out prior to the date of the trip or visit. Please ensure that you complete, sign and return the form promptly. Students whose parents or guardians have not given their consent will be excluded from participating in trips or visits.
- Tutors who are taking their class out on a visit, leave full details of the destination, the names of students, contact details and timings with the School Secretary.

SECTION 5

COLLINGHAM'S CURRICULUM POLICY

5.1 A Level Courses

We offer a wide choice of subjects, so that all students can follow courses which express their personal talents and interests, as well as preparing them for the future. There is no restriction on subject combinations. The majority of Collingham students follow a two-year course for A level. Four or five AS levels are taken in the first year, with most students going on to take three A levels in the second year. From the very start of the course, emphasis is put on developing the necessary analytical and writing skills. One-year courses are also available in certain subjects.

5.2 GCSE Courses

A wide variety of GCSE subjects is available. Students can take either GCSE's, IGCSE's or a mixture of the two. As at A level there are no subject restrictions in terms of subjects being mutually exclusive. However students under 16 have to take GCSE Maths, English, and at least one science. A modern foreign language is not compulsory but is strongly recommended. GCSE's can be taken over two years or done as a one year intensive course. In general full time students take between seven and nine subjects. Personal, Social and Health Education (PSHE) is brought into the curriculum for a number of GCSE subjects notably English and the sciences and is also taught as a separate class.

5.3 Other Courses

Collingham organises various courses outside normal term-time teaching, mostly for external students. At Christmas, specialist tutors run two-day revision workshops in most AS and A2 level subjects and in GCSE English. A combination of seminar work and individual tutoring enables students to address specific problems and helps them prepare effectively for the January examination session. Individual tuition can be arranged at half-term and during the summer holidays. During the Easter holidays, Collingham provides intensive tuition in small groups to meet the demand for revision support. Further information is given in a separate booklet which is available on request.

5.3 Extended project

Mindful of the need to stretch and challenge the most able students, Collingham provides the opportunity to undertake the Extended Project. This is an individual research project, undertaken over twenty weeks by the student under the guidance of a tutor. The completed project can take the form of a dissertation, an investigation, an artefact or a performance. Up to 70 additional UCAS points can be obtained for the project, to be counted along with points gained from AS/A levels.

SECTION 6



SPECIAL EDUCATIONAL NEEDS

In recognition that some students need extra support to get the most out of their studies, at both GCSE and A level, Study Skills are taught as a matter of course. We can also arrange extra help with this and we have our own dyslexia specialist, who can provide Learning Support on a one-to-one basis.

Parents/Guardians should divulge any special needs, difficulties or disabilities at registration. The College aims to provide a suitable environment to meet each student's individual needs within the given resources and physical restraints.

The College undertakes to advise students to undergo independent specialist diagnostic testing where appropriate, at the expense of the parent/guardian.

When confirmed by independent specialist assessment, the College also undertakes to provide specialist support, where agreed, appropriate and possible. Individual learning support sessions with the specialist tutor will incur a supplementary fee.

The College will apply to the examination board/s for special access arrangements in examinations for students who have a valid current psychologist's report advocating such arrangements. There should be no automatic expectation, however, that the examination board will consent to special arrangements being provided in each individual case. The College is obliged to accept the examinations board's decision.

The College seeks to make staff and students aware of the Policy and undertakes to inform them of any amendments or updates as they occur.

SECTION 7

INTERNATIONAL STUDENTS

7.1 Welfare and Accommodation

Personal tutors take particular care to ensure that international students are progressing well and that they are happy and settled. Communication is maintained with parents or guardians. Any unauthorised absences from classes are investigated.

Although the College does not have its own residential accommodation, information, help and advice are provided for students who need a place to live in London. Accommodation options include Family Homestays, Student Residences and private rental.

7.2 English as a second language

Special classes, running between 2 and 8 hours per week, are provided for students with English as their second language. Preparation is given for the IELTS qualification, which most international students need to have for university entry.

At the GCSE Department, all international students from non English-speaking nations are given EFL tuition and will sit the CIE IGCSE English as a Second Language exam.

SECTION 8



EXAMINATION RESULTS

Collingham A level results, Summer 2009, First Time only (3.9.09)

	Cohort	A	B	C	D	E	U
Accounting	2				2		
Ancient History	1			1			
Fine Art	11	3	7	2			
Biology	6	3		1		1	1
Business Studies	7	1	2	1	3		
Chemistry	6	4		1	1		
Classical Civilization	3			1	2		
Classical Greek	2	2					
Computing	5	2		1	1		1
Drama & Theatre Studies	5	2	2	1			
Dutch	1	1					
Economics	9	1	2	1	3	1	1
English	20	8	8	4			
Film Studies	7	2	2	2	1		
French	10	5	3		2		
Geography	5		2	1	1	1	
Government & Politics	8	3	3	1		1	
Graphic Design	1		1				
History	9	2	5	2			
History of Art	8	3	1	2	2		
Information Technology	5		1		3	1	
Italian	1		1				
Law	1				1		
Maths	12	9	1			2	
Media Studies	4		1	2	1		
Philosophy	8	1	1	4	2		
Photography	12	1	4	6	1		
Physics	3	1	1	1			
Psychology	4	1	2	1			
Religious Studies	6		1	1	2	1	1
Russian	1	1					
Sociology	7	1	3		2	1	
Spanish	3	2	1				
TOTAL	194	59	55	37	30	9	4

A 30.4% AB 58.76% ABC 77.83%
 (2008 A 28.1% AB 61.1% ABC 80.5%)

Collingham A level results, Summer 2009, retakes only

	Cohort	A	B	C	D	E	U	+/-
Art	1			1				0
Biology	1		1					+1
Business Studies	2		1	1				+1
Chemistry	1	1						+4
Computing	1		1					+1
Economics	2		2					+1
French	4	1	2	1				+4
Geography	1	1						+1
History	4	1	2	1				+3
ICT	1			1				+1
Latin	1			1				0
Maths	2	1		1				+1
Philosophy	3		3					+2
Politics	1		1					0
Religious Studies	1		1					+1
Sociology	1	1						+1
TOTAL	27	6	14	7				22

Collingham GCSE results, Summer 2009

	Cohort	A*	A	B	C	D	E	F	U
Additional Science	1			1					
Arabic	2	2							
Art	3		2	1					
Biology	11		1	2	3	4	1		
Business Studies	12				4	4	4		
Chemistry	6		2		2	1	1		
Drama	4			3	1				
EFL	4	1	2			1			
English Language	17	2	3	4	7	1			
English Literature	14	1	3	5	2	3			
First Language English	1					1			
French	6	1	1	2			1	1	
Geography	5			2	1				2
German	3	1				1	1		
History	6		2		2	1	1		
IT	2				1	1			
Latin	1		1						
Maths	26	2	4	7	10	3			
Media Studies	2			1	1				
Photography	8		2	2	3		1		
Physics	3		2				1		
RE	3			3					
Spanish	3	1	1	1					
Statistics	3				1	2			

SECTION 9

COMPLAINTS



Introduction

Collingham has long prided itself on the quality of teaching and pastoral care provided to its students. However, if parents do have a complaint, they can expect it to be treated by the College in accordance with this Procedure.

Parents can be assured that all concerns and complaints will be treated seriously and confidentially.

Stage 1 Informal Resolution

- It is hoped that most complaints and concerns will be resolved quickly and **informally**.
- If parents have a complaint, they should normally contact their son/daughter's Personal Tutor. In many cases, the matter will be resolved straightaway by this means to the parents' satisfaction. If the Personal Tutor cannot resolve the matter alone, it may be necessary for him/her to consult the Principal/Deputy Principal or Director of GCSE.
- Complaints made directly to the Principal will usually be referred to the relevant Personal Tutor, unless the Principal deems it appropriate for him/her to deal with the matter personally.
- The Personal Tutor will make a **written record of all concerns and complaints and the date on which they were received**. Should the matter not be resolved within a reasonable period of time or in the event that the Personal Tutor and the parent **fail to reach a satisfactory resolution, then parents will be advised to proceed with their complaint in accordance with stage 2** of this procedure.

Stage 2 Formal Resolution

- If the complaint cannot be resolved on an informal basis then parents should **put their complaint in writing** to the Principal. The Principal will decide, after considering the complaint, the appropriate course of action to take.
- In most cases, the Principal will meet with the parents concerned, normally within 7 days of receiving the complaint, to discuss the matter. If possible, resolution will be reached at this stage.

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- It may be necessary for the Principal to carry out further investigations.
 - The Principal will **keep written records** of all meetings and interviews held in relation to the complaint.
 - Once the Principal is satisfied that all of the relevant facts have been established, a decision will be made and parents will be informed of this decision in writing. The Principal will also give reasons for his decision.
 - **If parents are still not satisfied with the decision, they should proceed to Stage 3** of this Procedure.

Stage 3 Panel Hearing

- If parents seek to invoke Stage 3 (following a failure to reach an earlier resolution), they will be referred to Mrs Sue Sutcliffe, who has been appointed by the Directors to call hearings of the Complaints Panel.
- **The matter will then be referred to the Complaints Panel for consideration. The Panel will consist of three persons not directly involved in the matters detailed in the complaint, one of whom shall be independent of the management and running of the College. Each of the Panel members shall be appointed by the Directors. Mrs Sutcliffe, on behalf of the Panel, will then acknowledge the complaint and schedule a hearing to take place as soon as practicable and normally within 28 days.**
- If the Panel deems it necessary, it may require that further particulars of the complaint or any related matter be supplied in advance of the hearing. Copies of such particulars shall be supplied to all parties not later than 7 days prior to the hearing.
- **The parents may be accompanied to the hearing by one other person.** This may be a relative, teacher or friend. It is not the intention that the parties should be legally represented at the hearing.



- If possible, the Panel will resolve the parents' concern immediately, without the need for further investigation.
- Where further investigation is required, the Panel will decide how to carry out the investigation. After due consideration of all the facts they consider relevant, the Panel will form a decision and may make recommendations, which it shall complete **within 28 days of the hearing**. **The Panel will write to the parents informing them of its decision and the reasons for it. The decision of the Panel will be final. The Panel's findings and, if any, recommendations will be sent in writing to the parents, the Principal, the Directors and where relevant, the person complained of.**
- **No complaints were received during the academic year 2008 – 2009.**

STAFF LIST

TUTORS

Accounting/Maths	Andrew Hunt BSc Lon	PT
Arabic	Khadija Dagher BA Baghdad MA Birmingham	PT
Art	Christopher Wood MA(Fine Art) PGCE	PT
Art	Nicholas Merton-Smith MA Cantab	FT
Biology	John Thomson MA Oxon	FT
Biology	Sue Eldin BSc London MSc London	PT
Business Studies	Jeremy Evans BSc Aberystwyth FSI PGCE	PT
Business Studies	Sanjeev Sareen MSc Southampton	PT
Chemistry	Krini Georgiou BSc PhD Sussex PGCE	FT
Chemistry	Emma Clay MSc MRes PhD Imperial	PT
Chinese	Vicky Li MSc Lon PGCT SOAS	PT
Classics	Eileen Ryan BA Oxon	PT
Classics, Latin, EFL	Nicholas Mitchell MA Oxon PGCE	PT
Computing/ICT	Gary Banks RSTC St Martin's College, Cert Ed	FT
Dutch	Linda van Abel MA Amsterdam	PT
Economics	Ann Freeman MA Westminster	FT
English	Peter Cater MA Oxon PGCE	PT
English	Sally Powell BA PGCE MPhil DPhil Oxon	FT
English	Rosalind Hodgkiss BA Oxon PGCE	FT
English/Study Skills	Carrie Cooper BA Lon DipFE Lon Cert SplD Lon	FT
English Support	Florendia Yiannoullou BA Lon	PT
Film Studies/Media St	Kerim Aytac MA Lon	FT
French	Paul Bilic MA Oxon	FT
French	Pierre Buguet BTS Rennes	PT
French	Susan Oussedik MA St Andrews PGCE	FT
French	Corinne Young Lic ès lettres, Toulouse	PT
Geography/Business	James Allder BA Lon	FT
Geography	Mark Crundwell BSc MPhil UCL QTS	PT
Geography	Jeremy Evans BSc Aberystwyth FSI PGCE	PT
German	Gabriella Demkó BA Debrecen QTS	PT



Greek (Modern)	Florendia Yiannoullou BA Lon	PT
History	Amanda de Lisle MA Oxon	PT
History/Law	Paul Thorning MA Oxon	FT
History of Art	Rose Aidin BA East Anglia, MA SOAS	FT
History of Art	Aurrene Shalit BA Bristol, MA Lon	PT
Italian	Luca Paci MA Pavia	PT
Japanese	Kazuo Udagawa Dip English Open University	
Learning Support	Jane de Stacpoole Dip SplD Lon	PT
Mathematics	Paul Caffell MA Aberdeen	PT
Mathematics/Psychology	Richard Collins BSc Keele	PT
Mathematics	Andrew Cook MA Cantab DPhil Oxon	FT
Mathematics	Martin Oxenham MA Cantab PGCE ARCM	
Mathematics	Tony Percy BSc Lon	FT
Music	Francesca McCarthy BMus Birmingham, PGCE	PT
Philosophy	John Nolan MA Cantab DPhil York	FT
Photography	Stuart Hunter MA RCA PGCE	FT
Photography	John Counsell HND City	PT
Physics	Chris Burrell BA Oxon	FT
Politics/History	Gerald Hattee MA Oxon DipEd	FT
Politics/History	Michael Phipps BA Oxon MA PhD	FT
Portuguese	Isabel Simoes Rodrigues BA Westminster	
Psychology	Richard Collins BSc Keele	PT
Psychology/Sociology	Alice Ballantine Dykes BSc MPhil Bristol PGCE	FT
Religious Studies	Michael Peat BSc Birm Dip Theol Lon BD Lon	PT
Russian	Alla Gostik PhD St Petersburg	PT
Sociology	April Gallwey BA Lon, MSc Oxon	PT
Spanish	Talia Morris BA Mexico PhD Lon MA Lond PGCE	PT
Spanish	Margaret Smallman BA Lon PhD Lon	FT
Sport Studies	Tony Percy BSc Lon	FT
Textiles	Jackie Parsons BA	PT
Theatre Studies	Nicholas Fryer BA Bristol PGCE	PT

STAFF LIST

ADMINISTRATIVE STAFF

A Level Department

Emily Woodnutt	School Secretary
Marie-Christine Summers	Principal's Secretary
Lee Sherwood	Accounts Officer
Vesna Vujat	Examinations Officer
Amy Ng	Assistant Accounts Officer

GCSE Department

Elizabeth Crawford	Secretary
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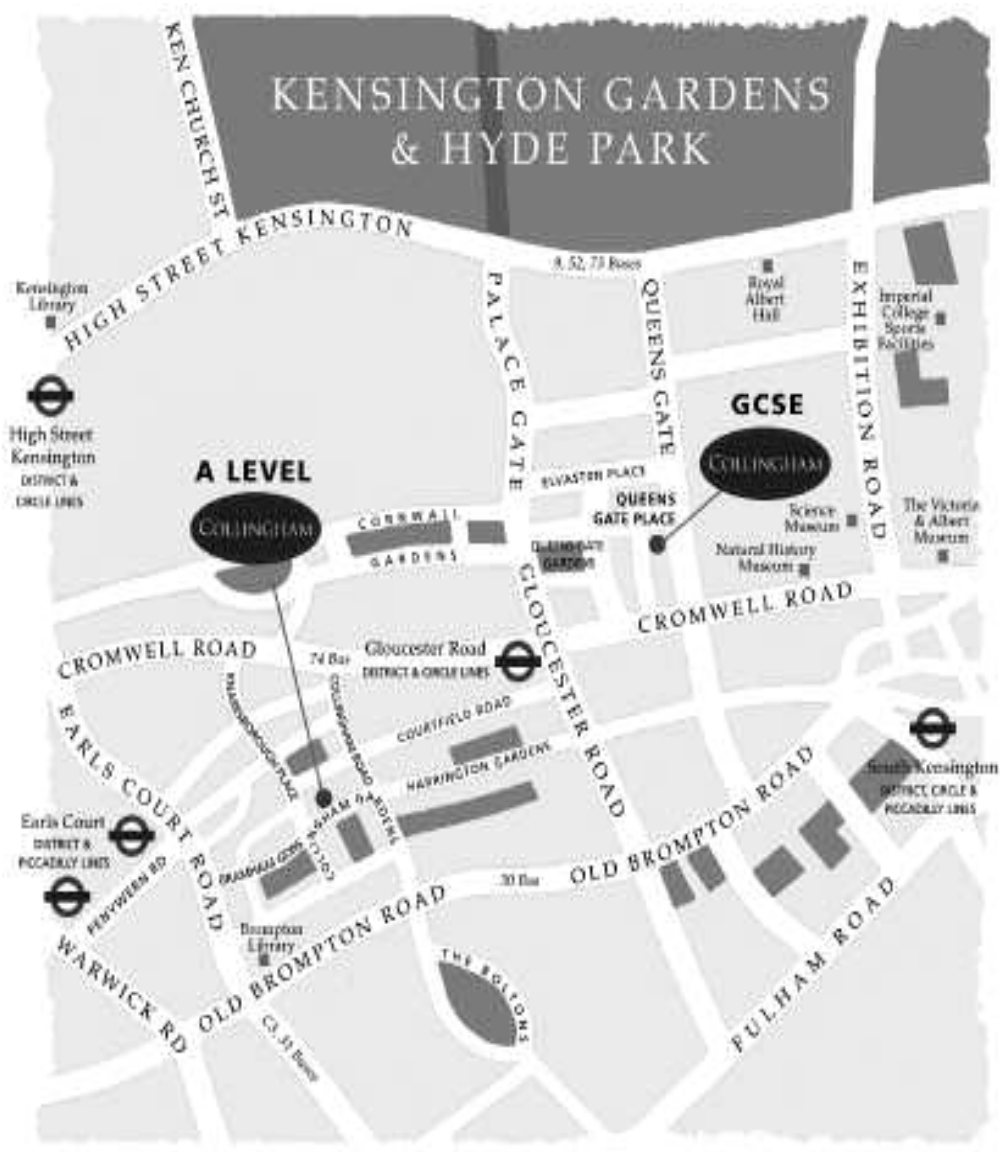
Collingham A Level Department

23 Collingham Gardens London SW5 0HL
Telephone 020 7244 7414 Fax 020 7370 7312
email london@collingham.co.uk
www.collingham.co.uk

Collingham GCSE Department

17 Queen's Gate Place London SW7 5NY
Tel 020 7584 7196 Fax 020 7584 2475
email james.allder@collingham.co.uk
www.collingham.co.uk

MAP





Collingham

23 Collingham Gardens
London SW5 0HL

Tel 020 7244 7414

Fax 020 7370 7312

email london@collingham.co.uk

www.collingham.co.uk