



Advice Note for a Material Change Visit

Collingham College

February 2022

School's details

College	Collingham College			
DfE number	207/6362			
Address	Collingham College 23 Collingham Gardens London SW5 0HL			
Telephone number	0207 2447414			
Email address	london@collingham.co.uk			
Principal	Dr Sally Powell			
Chair of proprietors	Mr Robert Marsden			
Age range	14 to 20			
Number of pupils on roll	129			
	Seniors	34	Sixth Form	95
Date of visit	3 February 2021			

1. Introduction

Characteristics of the school

- 1.1 Collingham College is an independent, co-educational day school, founded in 1975. It is a proprietorial school, and governance is provided by a board of directors appointed by the proprietors. The school is based on two sites, half a mile apart, in Kensington, London. One site, in Young Street, is for pupils preparing for GCSE examinations; the other, in Collingham Gardens is for sixth-form pupils, who study a wide range of A levels and other qualifications. The school has identified 47 pupils as having special educational needs and/or disabilities, two of whom have an education, health and care plan and receive additional specialist help. English is an additional language for two pupils. The school's previous inspection was a regulatory compliance inspection in October 2018.

Purpose of the visit

- 1.2 This was an announced material change visit at the request of the Department for Education (DfE) to assess the school's proposal to extend the age range to begin at age 13, by adding a Year 9 cohort of up to 9 pupils at the Young Street site, at which the visit mainly took place. The visit focused on the school's compliance with the Education (Independent School Standards) Regulations 2014 (ISSRs).

Regulations which were the focus of the visit	Team judgements
Part 1, paragraphs 2 (curriculum), 3 (teaching) and 4 (framework for assessing pupil performance)	Met
Part 2, paragraph 5 (spiritual, moral, social and cultural development)	Met
Part 3, paragraph 7 (safeguarding)	Met
Part 3, paragraph 11 (health and safety)	Met
Part 3, paragraph 12 (fire safety)	Met
Part 3, paragraph 16 (risk assessment)	Met
Part 5, paragraphs 23 to 29 (premises and accommodation)	Met
Part 6, paragraph 32(1)(c) (provision of information)	Met
Part 8, paragraph 34 (leadership and management)	Met

2. Inspection findings

Quality of education provided – curriculum, relationships and sex education (RSE), teaching and assessment [ISSR Part 1, paragraphs 2 to 4]

- 2.1 The school meets the standards.
- 2.2 The curriculum is broad and balanced. It fully supports the school's aim to provide a bespoke curriculum tailored to individual pupils. The curriculum for Year 9 pupils concentrates on eight subject areas. These include all areas of learning required in the standard, and includes creative and aesthetic subjects such as art, film and photography. Pupils in Year 9 are provided an opportunity to experience these before making subject choices for study in Years 10 and 11 and further into the sixth form.
- 2.3 Long-term planning, as seen in schemes of work, shows appropriate curriculum coverage in all three phases of learning. There is a range of assessments built in periodically across all three phases. The diverse and flexible nature of the examination courses are particularly suitable for the school's pupil intake. Teachers have the capability to provide teaching and learning provision for the additional Year 9 cohort because they all have secondary-age training. Personal tutors also provide helpful career guidance. This helps pupils to understand their options for further study or employment. The extra-curricular programme is geared largely to the particular interests of individual pupils. In the sixth form, the school promotes vocational and creative courses, such as business, law, media and photography, as well as more traditional subjects. Pupils can choose to take these courses over one or two years, depending on their particular circumstances. A structured programme for the most able students called the Electus programme is provided in Year 12.
- 2.4 During the current academic year, the school has an effective plan for pupils' personal, social and health education (PSHE) which includes the Collingham selfhood programme. The scheme of work includes all of the requirements of the DfE's statutory guidance for RSE. The recently revised policy for RSE is available to parents on the school's website. In drawing up the policy and scheme of work the school has consulted pupils, parents and staff, taking their views into consideration. The programme is designed so that topics are revisited in subsequent years in order to build up deeper understanding.

Spiritual, moral, social and cultural development of pupils [ISSR Part 2, paragraph 5]

- 2.5 The school meets the standard.
- 2.6 The PSHE programme, including the Collingham selfhood programme, enables pupils to develop self-knowledge, self-confidence and self-esteem effectively, together with other skills and attributes they need to manage their lives, now and in the future. These programmes include topics across all three phases using a range of resources about healthy lifestyles, relationships and citizenship. Throughout the programmes provided, there is an active promotion of democratic values, together with a focus on the British electoral system and English law. Pupils are prepared well for life in modern Britain. Respect and tolerance for those with protected characteristics, and other faiths and beliefs, is promoted appropriately. Personal tutors play a key role in the pastoral system, taking care to build a relationship with their allocated group of pupils quickly, and to meet them regularly on a one-to-one basis.

Welfare, health and safety of pupils – safeguarding [ISSR Part 3, paragraph 7]

Safeguarding policy

- 2.7 The school meets the requirements.

- 2.8 The school has an appropriate policy for safeguarding which provides suitable arrangements to safeguard and promote the welfare of pupils at the school.

Safeguarding implementation

- 2.9 The school meets the standard.
- 2.10 Scrutiny of records, discussions with pupils and staff indicate that appropriate safeguards are in place and that the school implements its safeguarding policy effectively. Pupils confirm that they can approach staff with any concern, are listened to and receive a response. Those responsible for safeguarding hold senior positions within the school and are suitably knowledgeable and appropriately trained, including for multi-agency working. Key information is shared regularly between safeguarding and pastoral staff, taking into account each individual child's physical and psychological needs and wishes. This information is used to agree appropriate action, including the drawing-up and implementation of individual support plans. Such action includes appropriate steps to deal with incidents of sexual harassment and/or sexual violence. There is effective liaison with external agencies including referral to child and adolescent mental health services (CAMHS). Training for other staff and governors is conducted regularly and includes informal updates. Staff are suitably knowledgeable about changes in recent legislation, including the management of children's mental well-being, contextual safeguarding, child-on-child abuse, sexual harassment and sexual violence. They understand the principles underpinning the staff code of conduct and the procedures for making a referral, including the importance of low-level reporting and whistleblowing. Pupils understand how to stay safe online and there are appropriate safeguards to monitor use of technology.
- 2.11 The governor responsible for safeguarding meets regularly with the designated safeguarding lead (DSL) and deputies in order to maintain effective oversight of safeguarding policies and their implementation across both sites. Reports are given regularly to the governing board by the safeguarding governor and the DSL. These highlight appropriate details of any safeguarding incidents including any which occur during school trips or socially in parties that take place outside of school. This ensures that governors have an appropriate level of understanding and are able to provide effective scrutiny and oversight. Suitable arrangements exist for recruitment checks on adults joining the staff or in a voluntary capacity. Arrangements to handle any allegations against adults connected with the school are understood and appropriate, including the need to report to statutory bodies when appropriate. In addition to continuous monitoring, a suitable annual review of safeguarding is undertaken in line with guidance from the local authority (LA). Arrangements are suitable for the younger age range of pupils being introduced.

Welfare, health and safety of pupils – health and safety [ISSR Part 3, paragraph 11]

- 2.12 The school meets the standard.
- 2.13 Routine systems and procedures to promote health and safety are well-established. The proprietor ensures that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy. Refurbished accommodation and classrooms, completed by the school in previous years to cater for the increase in numbers are appropriately and effectively included in health and safety protocols by the school. The proprietor arranges effective oversight of arrangements through the health and safety committee. Arrangements are suitable for the younger age range of pupils being introduced.

Welfare, health and safety of pupils – fire safety [ISSR Part 3, paragraph 12]

- 2.14 The school meets the standard.

2.15 Arrangements to reduce the risk from fire and other hazards are effective. Emergency evacuations are held regularly and properly recorded, confirmed in interviews with pupils and staff. Equipment and fire safety measures are regularly monitored. Several staff have additional training in their role as fire wardens. The proprietor ensures compliance with the Regulatory Reform (Fire Safety) Order 2005. Records show that new classrooms and refurbished accommodation at the Young Street site have been added to the school fire alarm systems, by appropriately qualified personnel and they contain suitable fire-fighting equipment. The school has appropriate measures in place for fire risk assessment for its current buildings on both sites, including the new classrooms and refurbished accommodation. Records indicate appropriate regular maintenance of related equipment. Arrangements are suitable for the younger age range of pupils being introduced.

Welfare, health and safety of pupils – risk assessment [ISSR Part 3, paragraph 16]

2.16 The school meets the standard.

2.17 The school has a suitable risk assessment policy and ensures appropriate action is taken to reduce risks that are identified for current pupils. The school has completed effective risk assessment to identify how the proposed increase in numbers will affect the use of school facilities. It has suitable procedures in place to mitigate any risk. These include increased capacity through appropriate refurbishment.

Premises and accommodation – toilets and washrooms, medical facilities, maintenance, lighting, acoustics, water supply and outdoor space [ISSR Part 5, paragraph 23 – 29]

2.18 The school meets the standards.

2.19 Suitable toilet and changing facilities, and showering facilities are provided where required. Appropriate accommodation exists for pupils' medical and therapy needs. Arrangements for the medical and health care of pupils, including those with particular social and emotional needs, are co-ordinated centrally and suitable numbers staff across both sites have first-aid qualifications. The medical rooms provide an adequate facility for the temporary care of pupils. These are sufficient to meet the need of current pupils and the proposed increase in numbers of pupils. The Young Street site has sufficient new classrooms to accommodate the proposed increase in pupil numbers. Additional and refurbished specialist facilities across both sites are sufficient to meet the needs of the proposed increase in numbers of pupils. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; and water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play. The school has refurbished sufficiently to accommodate the proposed increase in numbers.

Provision of information [ISSR Part 6, paragraph 32(1)(c)]

2.20 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

Quality of leadership and management [ISSR Part 8, paragraph 34]

2.21 The school meets the standard.

2.22 The proprietor ensures that the leadership and management demonstrate good skills and knowledge and fulfil their responsibilities effectively, so that all the other standards are consistently met, and they actively promote the educational well-being of the pupils. Measures planned or implemented for the proposed increase in pupil numbers are sufficient to ensure pupils' continued well-being.

3. Recommendation with regard to material change request

- 3.1 It is recommended that the request to introduce a Year 9 cohort alongside the current Years 10 and 11 at the Young Street site of this two-site school with 5–9 pupils is granted.
- 3.2 Welfare health and safety practices meet the standards. Refurbishments to facilities at the Young Street site indicate that the standards continue to be met with the introduction of a Year 9 group between 5–9 pupils. The school meets the standards for curriculum, teaching and assessment, and has either already employed new staff or has sufficient capacity to increase pupil numbers in classes, without impacting negatively on existing staffing. The school has produced suitable plans to show how the proposed addition of a Year 9 cohort and associated increase in numbers will be effectively managed, so that the standards continue to be met.

4. Summary of evidence

- 4.1 The inspector held discussions with the head, senior leaders and other members of staff and met with proprietorial representatives. He visited different areas of the school, observed lessons and talked with groups of pupils. He scrutinised a range of documentation, records and policies.