

# Collingwood College

## Inspection report

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<b>Unique Reference Number</b>	125301
<b>Local Authority</b>	Surrey
<b>Inspection number</b>	293260
<b>Inspection dates</b>	14–15 March 2007
<b>Reporting inspector</b>	Marcia Headon HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Comprehensive
<b>School category</b>	Foundation
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	2011
6th form	341
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr S Barker
<b>Principal</b>	Mr M J Oddie
<b>Date of previous school inspection</b>	14 October 2002
<b>School address</b>	Kingston Road Camberley GU15 4AE
<b>Telephone number</b>	01276 457600
<b>Fax number</b>	01276 457610

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<b>Age group</b>	11–18
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## Introduction

The inspection was carried out by two of Her Majesty's Inspectors and four Additional Inspectors.

## Description of the school

This is a much larger than average comprehensive school with a long established status as a specialist technology college. Students come both from the affluent areas of Surrey Heath as well as the social housing in the immediate neighbourhood of the college. Most are from a White British background and there are very few whose first language is not English. The percentage of students who are eligible for free school meals is low. The number of students who have learning difficulties and disabilities is increasing although the proportion of students with statements of educational need is well below the national average.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

Collingwood College provides a good education for its students; in the sixth form it is outstanding. The overwhelming majority of parents endorse this view and are highly supportive. As one parent wrote, 'Our children have gained tremendously from the teaching and from being at Collingwood for their secondary years.'

The college benefits from strong leadership by the experienced senior team who are eager to develop the college further. In this they are aided by a very supportive and well informed governing body who take an active interest in the college and its students.

Standards are above average at the end of Year 9, as are results in the GCSE examinations. Students make good progress overall including those with learning difficulties and disabilities. This is as a result of good teaching and the identification and support for those students who are under performing. The sixth form is outstanding. Results are well above the national average for both A level and vocational courses and students make good progress. The personal tutor system is very effective and makes a positive contribution to the success of the sixth form. Staying on rates between Years 12 and 13 are high and students enjoy their time in the sixth form and feel a valued part of the college community.

Students' personal development is good. The majority of students enjoy college, have positive attitudes and behave extremely well. They show respect to one another and to adults. However, absence rates have been consistently above average. As a result of a wide variety of strategies to address this, attendance is now improving. Despite the size of the college the teachers and senior staff know the students individually and this contributes to the real sense of community which exists.

Provision for citizenship and work-related education in the curriculum is not yet fully in place for all year groups. The influence of the specialist technology status is not immediately evident around the college although it has improved partnerships with primary schools and other sixth form providers. It has also had a beneficial effect in subject areas such as information and communication technology (ICT), business and communication studies, music and media studies.

The college has successfully addressed the issues from the last inspection; the library has been remodelled, multi-cultural education is embedded in the curriculum and the governors are fully involved in the work of the sixth form. The whole college improvement plan has identified appropriate priorities and resources are aligned well. However, the actions outlined lack precise criteria to measure their effectiveness.

## Effectiveness and efficiency of the sixth form

### Grade: 1

The effectiveness and efficiency of the sixth form are outstanding. In 2006, results at both GCE and vocational courses were well above average. Students receive high quality care and guidance and one said, 'the support is what makes Collingwood the best!' Leadership and management of the sixth form are good. The personal tutor system is greatly valued by students and this, together with good teaching and the high quality of their independent learning skills, contributes to inspiring students to reach outstanding results by the end of Year 13.

The college provides an extensive range of academic and vocational subjects for study at A-level although it recognises that it could extend the curriculum for less able students. Students play

an active role in college life, for example supporting younger students with reading, and in helping with productions such as 'Oliver'. They took great pride in re-designing the sixth form prospectus with the words 'done by the sixth form for the sixth form.' They are active in the community, for example, in working at a local hospital and giving help at a special school. Senior managers respond sensitively to students' views and consequently, students feel fully involved in the development and success of the sixth form.

### **What the school should do to improve further**

- Develop the citizenship and work related curriculum so as to meet the needs of all students.
- Ensure that strategies aimed at improving attendance are robustly pursued.
- Include measurable success criteria in the college development plan.

## **Achievement and standards**

**Grade: 2**

**Grade for sixth form: 1**

Standards have maintained an upward trend over the past three years. When students enter the college their standards in English, mathematics and science are just above average but by the end of Year 9 standards are well above average and results in the national tests are good. Most learners make good progress. This is as a result of effective teaching in lessons, the use of data by teachers to identify where students need help and the good relationships which exist between staff and students. This is particularly evident in English, which has an important influence on many other subjects. However, students at the higher end of the ability range do not achieve as well as they might in science.

Students continue to make good progress throughout Years 10 and 11 and results in GCSE examinations are well above the national average, again mainly as a result of good teaching. Standards are particularly high in English literature, business and communication studies, drama, German, ICT, and the separate sciences. The number of students who obtained 5 A\* to C grades including English and mathematics is significantly above the national average. Girls do better than boys. Students with learning disabilities and difficulties are well supported and make good progress although students who are of lower ability make less progress, as lessons are not always tailored sufficiently to their need.

## **Personal development and well-being**

**Grade: 2**

**Grade for sixth form: 1**

Students' personal development and well-being are good. As a result of the strong prefect and peer mentoring systems, students of all ages feel very well supported. They develop responsible and considerate attitudes and many show good leadership qualities. Student views on all subjects are listened to in the college council and, in many instances, acted upon.

Students generally feel safe and are confident that teachers take steps to stop bullying. Students are aware of the need for a healthy lifestyle and many participate in sporting activities outside of the college. However, they feel that the catering does not offer sufficient affordable healthy options. Students' social, moral, spiritual and cultural development is good.

The number of exclusions in the past has been high, but a new system of 'internal exclusion' has been introduced which is proving effective in maintaining the high standards of behaviour

whilst reducing the number of exclusions. Students are alert to the need to adopt safe practices when undertaking practical activities but are not always quick to act on them - for example, tying long hair back when cooking. Involvement in issues such as the Eco Schools Initiative has heightened students' awareness of environmental and community issues. Students are prepared effectively for their future life by careers guidance, work experience and their well developed literacy, ICT and numeracy skills.

## **Quality of provision**

### **Teaching and learning**

**Grade: 2**

**Grade for sixth form: 2**

The quality of teaching and learning is good overall. Teachers are skilled in their subjects and their enthusiasm engages students. Questioning techniques are used to good effect in many lessons and this helps to develop further understanding, tests knowledge and explores more complex ideas. Most lessons are well planned and structured and include a good range of tasks with appropriate challenge and good use of time. Relationships are very good, enabling all students to take risks and push for higher standards in their work. Students have very good attitudes towards their work.

These features are less secure in some teaching seen in Key Stage 3. The arrangements for grouping students result in classes that have a wide range of learning needs that are not always recognised in the teachers' plans. Lessons are not always pitched at the right level for the full range of students' abilities.

### **Curriculum and other activities**

**Grade: 3**

**Grade for sixth form: 2**

The curriculum is satisfactory. It is broad and balanced in all key stages. There is good provision for the highest attaining students with flexible arrangements for early entry to GCSE examinations in science and ICT. The college provides a wide range of revision sessions and additional support in examination years which have had a significant effect in raising standards. The college provides well for students with learning difficulties and disabilities. Although the programme of extra-curricular activities is extensive, the number of students who take advantage of these opportunities is falling.

Citizenship and work-related learning in Key Stage 4 is not yet fully in place for all students although there are effective arrangements for those at risk of underachievement and good use is made of local colleges to meet vocational needs. The college's specialist status has been used well to enhance facilities in ICT although there is less evidence of a technologically rich curriculum across the college.

### **Care, guidance and support**

**Grade: 2**

**Grade for sixth form: 1**

Students are valued as individuals and this is reflected in the support and guidance they receive. When students start at the college they are helped to settle quickly. This good start is maintained

and the support given to those students needing additional assistance for personal and academic reasons is particularly effective. The college monitors students' progress effectively and uses this information to set challenging targets and this is especially strong in years 10 and 11 where the form tutor plays an important role in providing good guidance for students. Students are increasingly engaged in their own assessment.

The college has effective systems in place for dealing with bullying and other behaviour issues. This leads to a calm and well-ordered atmosphere around the campus. Students are confident in securing help or advice when needed. There are robust procedures for safeguarding learners that meet current government requirements. The Learning Support department is highly committed and ensures good quality provision for students. More vulnerable students are well-supported. There is effective communication with their parents and carers, strong links with external agencies and a commitment to engaging all students so they achieve well. The Inclusion Unit provides further good support for students whose behaviour falls below the standard expected by the college.

Students receive good information and guidance to help them plan the next stage of their education.

## **Leadership and management**

**Grade: 2**

**Grade for sixth form: 2**

The principal provides good strategic leadership which is focussed on raising standards and widening opportunities for all students. He is supported well by the senior leadership team and as a result of good systems for monitoring and evaluation they have an accurate view of the strengths and weaknesses of the college. The college is committed to continuous improvement but some strategic developments, such as the move towards a faculty management structure, have been hampered by significant financial constraints. The college has a deficit budget which is being managed successfully. A measured and planned approach has been taken to financial management in order to maintain the drive to raise standards for all students. As a result, the college provides good value for money.

There is also good support from those who have responsibility for leadership of subject departments: they understand their roles well. As a consequence of a consistent approach to performance management, this further supports the drive for improvement. Importantly, governors are extremely well informed about the college and fulfil their statutory responsibilities well. They play an active part in setting the strategic direction of the college and in supporting developments.

The college systems for self-evaluation are robust and accurate and this accounts for the close correlation between the college's view of itself and the inspection findings. As a result of continuing good standards and progress since the last inspection, the capacity of the college to make further improvements is good.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

## Annex A

## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	1
How well does the school work in partnership with others to promote learners' well-being?	2	2
The effectiveness of the school's self-evaluation	2	2
The capacity to make any necessary improvements	2	2
Effective steps have been taken to promote improvement since the last inspection	Yes	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2	1
The standards <sup>1</sup> reached by learners	2	1
How well learners make progress, taking account of any significant variations between groups of learners	2	1
How well learners with learning difficulties and disabilities make progress	2	

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	1
The extent of learners' spiritual, moral, social and cultural development	2	
The behaviour of learners	1	
The attendance of learners	3	
How well learners enjoy their education	2	
The extent to which learners adopt safe practices	3	
The extent to which learners adopt healthy lifestyles	2	
The extent to which learners make a positive contribution to the community	2	
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	2
<b>How well are learners cared for, guided and supported?</b>	2	1

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	
How effectively performance is monitored, evaluated and improved to meet challenging targets	2	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2	
The extent to which governors and other supervisory boards discharge their responsibilities	1	
Do procedures for safeguarding learners meet current government requirements?	Yes	Yes
Does this school require special measures?	No	
Does this school require a notice to improve?	No	

## **Text from letter to pupils explaining the findings of the inspection**

Thank you very much indeed for making us so welcome when we inspected Collingwood College recently. We enjoyed meeting and talking to you at break and lunch times, in organised meetings and in lessons. We were particularly impressed with the debates and discussions at the college council meeting.

Collingwood provides you with a good standard of education and in the sixth form this is outstanding. Standards are well above national averages at Key Stages 3 and 4 and in the sixth form and we judge that most of you make good progress. This is as a result of the good teaching and support you receive when any weaknesses are identified in your learning. Your personal development is well catered for in the college and we judged that the tutorial system in the sixth form is particularly effective. The team was most impressed with your behaviour around the college, your positive attitudes in lessons, the way in which you support the local community and with the enthusiasm which many of you showed for the many activities which the college provides. We would encourage more of you to take advantage of the numerous extra-curricular opportunities on offer.

Your principal, Mr Oddie, provides the college with good leadership and we were very impressed with the way in which all the staff knew you so well and were committed to improving the college. As one of you commented, 'Life is good at Collingwood.'

To improve further we have suggested three things the college should do.

- Develop the citizenship and work related curriculum.
- Ensure that strategies aimed at improving attendance are robustly pursued.
- Include measurable success criteria in the college development plan.

You and your parents have a critical role to play in the issue about attendance. You cannot succeed if you do not attend school at all times.

We wish you every success in the future and hope the production of 'Oliver' was a huge success.

Marcia Headon HMI

Lead Inspector