

Collingwood College

Inspection report

Unique Reference Number	125301
Local Authority	Surrey
Inspection number	340763
Inspection dates	28–29 April 2010
Reporting inspector	Alan Taylor-Bennett

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

Type of school	Secondary
School category	Foundation
Age range of pupils	11–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	1980
Of which, number on roll in the sixth form	420
Appropriate authority	The governing body
Chair	Mr S Barker
Headteacher	Jerry Oddie
Date of previous school inspection	29 April 2010
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Introduction

This inspection was carried out by two of Her Majesty's Inspectors and four additional inspectors. The inspection team observed 44 lessons and 40 teaching staff. In addition, meetings were held with governors, staff and groups of students. A wide range of documentation was scrutinised including the school's development plan, its self-review, analyses of the attainment and progress of its students, records of lesson observations, local authority monitoring reports, policies, minutes of meetings of the governing body, 528 parents' and carers' questionnaires, and questionnaires from a sample of students at the school.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how effectively the school ensures that the progress of students with special educational needs and/or disabilities is at least as good as that of their peers
- how well the school uses information about students' progress in each subject to drive up achievement for all groups
- the success the school is having in tackling persistent absence
- the impact of the school's strategies to improve the quality of teaching and the quality of learning for all students, and how it uses its specialisms in these respects

Information about the school

Collingwood College is a much larger than average school, with a large sixth form. Its catchment area has wide variations in measures of social advantage. Most of its students are from a White British background but there are some students from a range of minority ethnic groups, a small number of whom speak English as an additional language. The school is a well-established specialist technology college and has also been awarded a second specialism in applied learning. It holds the International School and Investor in Careers awards. The proportion of students with special educational needs and/or disabilities is near the national average, but relatively few have a statement of special educational needs.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

- Collingwood College provides a good quality of education for its students.
- Leadership is resolute, focused on good quality outcomes for students, and is effective in driving improvement.
- Students achieve well. Levels of attainment are good and students in Years 7 to 11 make good progress. Outcomes for students in the sixth form are outstanding due to excellent provision and good leadership.
- In the main school, teaching is good and the school has a range of effective strategies to support its improvement. Very little teaching is less than satisfactory, but the proportion that is outstanding is relatively low.
- The quality of the school's systems to monitor the academic progress of students is good and this results in timely and effective interventions. However, there is a lack of rigour in the monitoring of the quality of all outcomes for all groups of students. A consequence is that the progress of students with special educational needs and/or disabilities is less secure than that of their peers.
- The school uses its specialisms to good effect. The applied learning specialism has been a significant factor in the school's remodelling of its curriculum over the last three years, with the result that it is now excellent
- Attendance is good because students enjoy learning, and the school's monitoring systems are effective. The proportion of students who are persistently absent is falling, as a result.
- Students' willingness to contribute to their school community and beyond is exceptional. The 'student voice' is confident, exercised maturely, and leads directly to improvements in provision around the site and to the developing quality of teaching and learning in the school. There is significant support for charity work, a variety of opportunities to take part in international links and a strong programme of community service in the sixth form. However, there is a lack of focus on specific strategies for improving community cohesion locally.
- The school prioritises the involvement of parents and carers as partners. It uses a variety of means to keep them well informed about its work, and sends regular information home about how well children are doing. Parents and carers expressed very high levels of satisfaction with all aspects of provision
- The school's capacity for sustained improvement is good because the leadership of the school is thorough and accurate in its self-evaluation and it has demonstrated its willingness and capability to bring about significant improvements.

What does the school need to do to improve further?

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- Ensure that the quality of outcomes for all groups of students, including the progress of those with special educational needs and/or disabilities, is at least good by:
 - closely monitoring all outcomes for every group
 - continually adapting provision to suit the specific needs of all groups
- Improve the proportion of teaching that is outstanding by:
 - achieving consensus about what constitutes outstanding teaching in the school
 - using information about the achievement of individuals and groups of students to plan and deliver lessons that are consistently closely matched to their needs.
- Improve the school's impact on the cohesion of its local community by:
 - clarifying its understanding of the precise ways in which it can best make a difference
 - evaluating current provision and capability rigorously, so as to match the community's needs to the school's existing strengths

Outcomes for individuals and groups of pupils**2**

Students achieve well because they work cooperatively and positively with staff towards appropriate and clear outcomes. The quality of learning in classrooms is good, and students were seen to be reaching above average standards because of the good teaching, the provision of courses that are responsive to individuals' needs, and appropriately high levels of expectation. There is a palpable sense of purpose around the school and an evident enjoyment of learning in many lessons. Students have a sense of pride in their achievements and in the quality of their learning, and they are ambitious to secure the next steps in their education. Appropriately demanding targets, including those set in connection with the school's specialism, are usually met. The school is aware of the need to improve the rate at which students with special needs and/or disabilities make progress, to match the good progress of their peers. This is a current school priority and there are early but clear indications of the effectiveness of the strategies being employed.

Behaviour around the school site is good; there is an underlying sense of order and calmness at break and lunchtimes and students relate to each other and to staff pleasantly and cheerfully. Students show a well-developed sense of social and moral cohesion. Behaviour in lessons supports learning well and students work together productively, although they do not always question their learning rigorously enough, and offer each other sufficient challenge, to ensure that their progress is outstanding. Students are confident in their understanding of how to adopt practices that support a healthy lifestyle. Many take advantage of the healthier menu options now available in the dining room, and there is a good uptake of sporting activities beyond the school day. Students say they feel safe around the school, and this is endorsed strongly by parents. Bullying is rare and is usually limited to issues around friendships and relationships. When it does take place staff respond quickly and supportively: students feel that there

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is always someone to go to who will listen when they need help.

Students are well placed to make the most of further education and to be successful in higher education and employment. They benefit from carefully planned and well-implemented curriculum provision, including the N-gage learning, personal and thinking skills course at Key Stage 3, and develop enterprise and leadership skills from the many opportunities presented within the curriculum and in extra-curricular provision. Their range of cultural experiences and their understanding of local and international issues are broadened through established links with other countries. Because of this students develop confidence in applying their knowledge and skills in novel circumstances.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching is good because staff are well qualified, enjoy communicating their passion for their subject and have developed working relationships with students that are, for the most part, happy and trusting. Teachers use a wide range of skills in lessons to make work accessible and interesting. In many lessons there is a good level of challenge and

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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a range of opportunities for students to work independently or collaboratively, make choices and reflect on their progress. There are examples of very good levels of challenge for more able students but this is still inconsistent across the curriculum. Teachers offer good support to students but work is not always presented in ways that enable all groups of students, for example those with special educational needs and/or disabilities, to make good or outstanding progress. Questioning is used effectively and often promotes good discussions, but sometimes insufficient rigour and precision are required in students' responses. Information and communication technology (ICT) is used appropriately to engage students in all subjects, as well as to develop their personal ICT skills. Work is checked regularly and graded clearly. The quality of the information provided about how students improve their work is generally good across the school but is inconsistent across departments.

The curriculum presents a very wide range of interesting and stimulating opportunities for all students. Very good use has been made of the school's applied learning specialism to increase the range of high-quality vocational courses at Key Stage 4 and in the sixth form. Many students are able to accelerate their pace of learning by, for example, completing Key Stage 3 courses early and then gaining access to AS courses in Year 11 and completing the A2 course in Year 12. In keeping with the school's technology specialism, all students choose a technology course at Key Stage 4, from a wide range of options. The many, highly effective curriculum partnerships that have been developed with other local schools and colleges have been a significant factor in supporting the development of this outstandingly high quality provision.

To support this rich and responsive curriculum the school has devised good provision for advice, guidance and support. This ensures that students are placed on learning pathways that are well suited to their interests and needs. Students' induction into the school and transitions between various stages, including into the sixth form and beyond, are managed well. Students' individual needs are well supported through the good support mechanisms in the school and in its very good partnership work with specialist local agencies. For example, the school has been effective in reducing the number of students who are persistently absent. The school is aware of inconsistencies within its good practices with regard to care, guidance and support across all groups of students, and this is being addressed by a reorganisation of the support system.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	2

How effective are leadership and management?

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The principal provides clear and strong leadership and, with his senior team, communicates a clear vision for the development of the school. Governors have a very good understanding of the school's strengths and development needs and they bring a range of important skills to their work to provide support and challenge to the school's leadership. There are strong systems of monitoring and accountability in place at all levels, and the leadership of the school takes decisive action to improve provision when necessary. This has improved the quality of teaching, especially in some departments, and led to very significant improvements to the curriculum since the previous inspection. The school plays a significant leadership role in the many partnerships it has established with other local schools and colleges. Governors carry out their statutory duties assiduously. Measures to ensure the safeguarding of young people are extremely thorough and there is a high level of awareness throughout the whole school of the need to protect students' safety and well-being. Despite a serious budgetary problem recently, staff morale is being maintained and the quality of provision is being protected. Value for money is good because outcomes are good, the school continually looks for ways to improve provision more efficiently, and financial management is sound. The leadership of the school ensures that the school community, although socially diverse, maintains cohesion and a common sense of purpose. There are productive links with local primary schools through, for example, the good work of the specialist subjects. Students have a well-developed sense of the significance of issues such as ethnicity and religious belief in the United Kingdom and beyond. However, the degree of precision with which the school targets improvements in the community cohesion of its locality is not sufficient for it to make more than a satisfactory impact in this aspect of its work.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

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Sixth form

The progress made by students in the sixth form is outstanding. The vast majority achieve at least their expected target grades, with a significant proportion achieving better. Students clearly enjoy their sixth form experience and are readily involved in many different aspects of school life. A significant proportion of students make very positive contributions to the school and wider community, for example through mentoring and supporting younger learners in the school, acting as prefects and supporting community events. Students demonstrate a responsible and mature attitude to their studies and act as good role models for younger students. Attendance rates have improved over the last few years, but the school acknowledges that these could be better still.

The consistently high quality teaching is very effective in supporting students to develop independent learning skills. Many teachers use varied strategies to engage students actively in lessons and encourage them to take responsibility for their own learning. Students can choose from a very wide range of A-level courses and a good range of vocational options are available, some through the very good partnerships with local schools. Students value the varied enrichment activities and frequent opportunities for external trips and visits. Students receive very good advice and guidance from tutors and external agencies about progression beyond the sixth form. A high proportion enters higher education, and students say they receive good information on employment and gap year opportunities.

Managers have a clear understanding of the strengths in provision, and have identified the few courses where further improvements are needed. Systems for monitoring students' progress are being improved so that information can be collated centrally to provide managers with an overview of students' achievement.

These are the grades for the sixth form

Overall effectiveness of the sixth form	1
Taking into account:	
Outcomes for students in the sixth form	1
The quality of provision in the sixth form	1
Leadership and management of the sixth form	2

Views of parents and carers

A very large majority of parents and carers indicated that they were happy with their children's experiences at the school, with over one third strongly agreeing with this statement. The level of satisfaction was consistently high in all responses. There were no patterns of concern evident in the comments provided by parents/carers on the questionnaires; many took the opportunity to express their appreciation of the school's

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work on behalf of their child.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Collingwood College to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 528 completed questionnaires by the end of the on-site inspection. In total, there are 2038 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	156	30	342	65	23	4	6	1
The school keeps my child safe	150	28	358	68	14	3	5	1
The school informs me about my child's progress	161	30	333	63	26	5	6	1
My child is making enough progress at this school	149	28	321	61	43	8	10	2
The teaching is good at this school	106	20	379	72	26	5	5	1
The school helps me to support my child's learning	99	19	356	67	54	10	6	1
The school helps my child to have a healthy lifestyle	72	14	358	68	78	15	10	2
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	153	29	290	55	32	6	5	1
The school meets my child's particular needs	130	25	338	64	39	7	7	1
The school deals effectively with unacceptable behaviour	131	25	306	58	66	13	9	2
The school takes account of my suggestions and concerns	112	21	326	62	46	9	8	2
The school is led and managed effectively	195	37	297	56	23	4	7	1
Overall, I am happy with my child's experience at this school	189	36	298	56	22	4	11	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



30 April 2010

Dear Students

Inspection of Collingwood College, Camberley GU15 4AE

Thank you for the welcome you showed my team and me during the recent inspection of your school. We enjoyed meeting you, seeing you working in lessons and learning about how effectively your school provides for your needs. We judged that Collingwood is a good school and found some aspects of its work to be outstanding. You can read the full report on the Ofsted website, and I have provided a summary below of the main findings

We were impressed by your mature, calm and cheerful behaviour around the site and the way that you were able to take full advantage of the good teaching we saw in lessons. This means that you are able to make good progress and achieve well. Many of you end up with examination results that are significantly better than the national average. The curriculum the school provides is outstanding; it enables you to enjoy a wide range of experiences, and to start and finish courses and achieve qualifications at a rate that reflects your individual strengths and needs. You are also supported well by the good care and guidance systems in place in the school. You have a lot of opportunities to play an active role in the life of the school, and in the local community, and we were impressed by the extent to which you enjoy them, and develop a range of skills that will be useful beyond Year 11 and the sixth form.

Your principal and his senior team lead the school very well and their work ensures that the school has a good capacity to improve in the future. To assist this I have made three recommendations for further action. They are to:

- ensure that the quality of all outcomes for all groups of students, including the progress of those of you who have special educational needs and/or disabilities, is at least good
- improve the proportion of teaching that is outstanding
- improve the school's impact on the cohesion of its local community.

I hope that, through the systems in place for your voice to be heard and acted upon, you will make an important contribution in each of these areas

I would like to extend my best wishes to you all for your future happiness and success.

Yours sincerely

Alan Taylor-Bennett
Her Majesty's Inspector

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