

COLLEGE INFORMATION

CROMWELL COMMUNITY COLLEGE

**Wenny Road
Chatteris
Cambs
PE16 6UU**

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Principal *Mr. G.J. Roberts BA (Hons), MA*
Vice Principals *Mr. C. Terry BA (Hons)*
Ms J. Chudleigh BSc (Hons)
Chair of Governors *Mr. G. Smy*

COLLEGE ETHOS

Our Aspiration:

We will continue to raise the standards of achievement and attainment of all of our learners so that we are ranked in the top 25% of schools and recognised by Ofsted as “Outstanding”. Realisation of this will mean we have provided the very best learning experiences and enhanced the life chances of all of our learners.

We aim to be a community where the highest standards of Learning and Teaching are paramount; where young people experience a culture which extends their horizons and aspirations.

A culture which:

- Recognises, celebrates and enhances the achievement of all pupils.
- Provides all pupils with opportunities to demonstrate what they can do and a clear understanding of how they can progress.
- Values the individual and meets the needs of the individual by setting high standards and appropriate challenges in all aspects of College life.
- Prepares and enables pupils to make positive contributions to their communities as they become citizens of the 21st Century.
- Values the contribution of pupils, parents, governors and teachers in the development of Cromwell Community College.

We believe that each individual has the right to respect, to feel safe, secure and to learn without disruption.

“Pupils’ personal development and well-being are good. The pupils interviewed said they felt safe and secure, and that staff would act promptly in response to any concerns they had”. – Ofsted – November 2008

CROMWELL AS A COMMUNITY COLLEGE

Cromwell is much more than an 11-18 co-educational comprehensive College. We are also designated by the Local Authority as a Community College. We have a strong partnership with Neale Wade Community College. This enables both Colleges to extend their Post 14 and Post 16 education provision.

We are fortunate in being able to develop excellent facilities in partnership with the Local Authority and central Government in the Building Schools for the Future project. Over the next two years we will have a learning environment fit for the 21st Century.

Additionally, Chatteris Town Council, Fenland District Council and the Football Foundation have provided funding which have provided the local community with much needed resources in the shape of a full size all weather football pitch, and will provide a leisure facility.

Working from this premise, we are trying to reinvigorate the provision in order to demonstrate that Cromwell is a place not just for those involved in the compulsory element of education, but a place where everyone is welcome and where learning is seen as a life long process.

ADMISSIONS POLICY

We have an admission limit of 210. The College serves the following primary schools:

Benwick, Glebelands, Kingsfield, Lionel Walden, Manea and Thomas Eaton.

In the event of over subscription the following criteria apply.

1. Children in care also known as Looked After Children (LAC).
2. Children who live in the catchment area, attend primary schools within the catchment area and who have a sibling at the College at the time of admission.
3. Children who live in the catchment area with a sibling at the College at the time of admission.
4. Children who live in the catchment area who attend the primary schools within it.
5. Children who live in the catchment area.
6. Children who live outside the catchment area, who attend primary schools within it and who have a sibling at the College at the time of admission.
7. Children who live outside the catchment area who have a sibling at the College at the time of admission.
8. Children who live outside the catchment area who attend the primary schools within the catchment area.

9. Children who live nearest the College as measured by a straight line.

Primary Transition

In September the Principal visits all pupils and parents for a question and answer session at the individual primary schools. Pupils will all receive an invitation to visit our Learning Resource Centre in June as an initial introduction to Cromwell. This will be followed up with a 30 minute individual appointment held at your child's primary school where all relevant transfer information can be discussed with a senior member of staff.

In July all 6 feeder schools will come to Cromwell for a Junior Day to meet with their tutors and sample lessons, culminating in an evening event for parents and pupils.

This programme is further supplemented with Cromwell subject staff delivering sample lessons at the primary schools.

ACCESSIBILITY FOR INCLUSION

Our College aims to be an inclusive College. We hope to make all our pupils welcome and feel happy to look forward to their College day. Every child is different and we view differences as an opportunity for adults and pupils alike to learn more about ourselves.

If your child has a disability he/she will be treated no less favourably than other applicants for admission. We make reasonable adjustments to ensure that pupils with disabilities are not placed at a substantial disadvantage. Our Accessibility Plan describes the arrangements we have already made and the further proposals planned to improve physical access to the College, access to the curriculum and access to written information.

The College has a policy for supporting pupils with special educational needs which is revised every year. This policy is available on the website and in the College office. Our aim is for all children to have access to all aspects of College life, as far as is reasonable and practicable.

We aim to prevent disabled pupils in our College being placed at a substantial disadvantage. We will take all reasonable steps to ensure that people with a disability are not treated differently without lawful justification. We will make reasonable adjustments for disabled pupils and we will know we have succeeded when disabled pupils are participating fully in College life.

In order for an effective partnership working between home and College to take place, we anticipate that parents will want to:

- Inform the College at the earliest opportunity if their child has a disability and the exact nature of it.
- Provide the information the College needs to plan effectively for the child to be a full member of the College community.
- Acknowledge that when deciding whether an adjustment is reasonable, one of the factors the Principal must consider is the effect of the proposed change on all members of the College community.

- Recognise the importance of College and home working in partnership.

SENIOR LEADERSHIP TEAM	
Principal	Mr. G.J. Roberts
Vice Principal (Pupil Performance)	Mr. C. Terry
Vice Principal (Learning and Teaching)	Ms J. Chudleigh
Assistant Principal (Director of Learning 14-19)	Mr. D.C. Robinson
Assistant Principal (Director of Learning 11-14)	Miss H. Roberts
Assistant Principal (Curriculum)	Dr. R. Peryer
Inclusion Lead (Seconded)	Mr. J. Russell
Finance and Admin Manager	Mrs C. Middlemass

COLLEGE TERM AND HOLIDAY DATES – 2011-2012

Autumn Term 2011

Professional Day	Monday, 5 September
First day of Autumn term	Tuesday, 6 September
Professional Day	Friday 21 October
Half Term	Monday 24 October to Friday 28 October
Last day of Autumn term	Friday 16 December

Spring Term 2012

Professional Day	Tuesday, 3 January
First day of Spring term	Wednesday, 4 January
Half Term	Monday 13 February to Friday 17 February
Last day of Spring term	Friday, 30 March

Summer Term 2012

Professional Day	Monday, 16 April
First day of Summer term	Tuesday, 17 April
May Day	Monday, 7 May
Half Term	Monday 4 June to Friday 8 June
Last day of Summer term	Friday, 20 July
Professional Day	Monday, 23 July

COLLEGE DAY

8.50	-	8.55	Registration
8.55	-	9.55	Lesson 1
Change over			
10.00	-	11.00	Lesson 2
Break			
11.15	-	12.15	Lesson 3
Change over			
12.20	-	1.20	Lesson 4
1.20	-	2.00	Lunch
2.05	-	2.15	Form time/Assembly
Change over			
2.20	-	3.20	Lesson 5

Pupils should not be inside College before 8.40am unless they are attending the Sports Academy or going to the Café for breakfast.

COLLEGE GOVERNORS

Category of Governor	Name	Faculty Link
Parent	Mrs L. Quinn	MFL Performance
Parent	Mrs C. Lilley	Learning and Teaching
Parent	Vacancy	Maths
Parent	Mrs M. Foy	
Parent	Vacancy	Pupils (School Council) AWP Committee Representative
Parent	Mrs J. Bailey	
Parent	Mr. S. Ford	
Staff (Principal)	Mr. G. Roberts	
Staff – Teaching	Vacancy	
Staff – Teaching	Miss L. Garlick	
Staff – Support	Mrs E. Fox	Science
Authority	Mrs P. Goodjohn	Child Protection Looked After Children
Authority	Mr. L. Bevens	Technology Health and Safety
Authority	Vacancy	ICT/Business Studies Fenland School Liaison Committee Representative
Authority	Mrs F. Newell	
Community	Mr. S. Surtees	English
Community	Mr. G. Smy (Chair)	IAG/Humanities
Community	Rev. W. Thomson	Humanities Literacy Gypsy Roma Traveller
Community	Mrs J. Hipkins	Attendance
Community	Mr. D. Baverstock	SEN
Clerk to the Governors	Mrs T. Webber	

TEACHING & SUPPORT STAFF

LEADERSHIP TEAM

Mr. J. Roberts BA (Hons), MA	Principal	
Mr. C. Terry BA (Hons)	Vice Principal (Pupil Performance)	
Ms J. Chudleigh BSc (Hons)	Vice Principal (Learning and Teaching)	
Miss H. Roberts BSc	Assistant Principal (Director of Learning 11-14)	
Mr. D. Robinson Cert Ed	Assistant Principal (Director of Learning 14-19)	
Dr. R. Peryer BA (Hons), PhD	Assistant Principal (Curriculum Lead)	
Mr. J. Russell BEd (Hons)	Inclusion Lead (Seconded)	
Ms C. Abbs BA (Hons)	Modern Languages	
Mr. E. Adigun-Harris BA (Hons) MA	Humanities – R.E.	Head of Subject
Mrs L. Allen BA (Hons)	Technology	
Mrs W. Allen BA (Hons)	Humanities – R.E.	
Mr. M. Amor BA (Hons)	I.C.T.	Head of Faculty
Mrs S. Amor BA (Hons) A.Dip.Ed. MEd	Pupil Support	
Mrs A. Andrews Cert Ed	Art	Head of Subject
Mr. J. Andrews BA (Hons)	I.C.T.	
Mrs F. Baxter BA (Hons), MA	Humanities - R.E.	AST, Primary Transition
Mr. G. Bottrill BA (Hons)	Humanities - History	
Mr. R. Brown BSc	Mathematics	
Mr. A. Chapman BA (Hons)	P.E.	
Mrs N. Chapman BA (Hons)	English	
Mrs T. Cheetham BA (Hons)	Art	
Mrs J. Clarke	Vocational Studies	Head of Subject
Mrs J. Cox BEd (Hons)	Business Studies	
Miss L. Craske BSc (Hons)	Science	Head of Progress Year 7
Mr. S. Doji BA (Hons)	Humanities - Geography	
Mrs A. Finch, MA	Drama	
Mrs A. Forbes NVQ 2 & 3	Hairdressing	
Mr. J. Fox BA (Hons)	English	Aiming High Co-ordinator
Mrs S. Fraser BA (Hons)	Technology	
Mrs M. Gardner BA (Hons)	Modern Languages	
Miss L. Garlick BA (Hons)	English	Head of Faculty
Mrs C. Gribble BSc (Hons)	Science	Head of Faculty
Miss R. Hannibal	Mathematics	2 nd in Faculty
Ms G. Hensby BSc (Hons)	Science	
Mr. D. Hughes BSc (Hons)	Science	
Mr. A. Kennedy BSc (Hons), MA	Humanities - Geography	Teacher in Charge
Mr. L. Kent BA Hons, Dip Ed	English	
Mr. D. King BA (Hons)	English	
Mr. D. King BA (Hons)	Technology	Teacher in Charge
Mr. A. Knowles BA (Hons)	History	
Ms N. Le Good BSc (Hons)	Science	2 nd in Faculty (20%)
Mr. M. McLelland BA (Hons)	P.E.	
Mr. J. McWilliams BA (Hons)	Drama	Head of Subject
Mr. T. Mills, BSc (Hons)	P.E.	Vocational Learning Co-ordinator
Mrs A. Mocherla BSc (Hons)	Science	Head of Progress Year 10
Miss S. Monamy	Modern Languages	
Mrs S. Morton NVQ2 , AAT	Beauty	
Mrs L. Oldfield BA (Hons)	P.E.	Head of Faculty
Mrs M. Opaley BEng (Hons)	Mathematics	
Mr. J. Parker BSc (Hons) MSc (Dis)	Mathematics	Head of Faculty
Mr. R. Partridge BA (Hons)	English	
Dr. M. Pearson BSc (Hons), M.Phil, PhD	Science	
Mr. T. Pearson BA (Hons)	Humanities - History	Head of Faculty
Mrs H. Powley BA	Modern Languages	
Mrs M. Priest BA (Hons)	English	Head of Progress Year 8
Mr. G. Quarmby BSc (Hons)	ICT	

Mrs D. Redman BA (Hons)	English	
Miss L. Reeve BA (Hons)	Mathematics	Head of Progress Year 11
Mrs E. Rudd BA (Hons)	Drama	
Mrs R. Russell BEd	PE	
Mr. J. Scotland BA (Hons)	PE	
Mrs L. Searle BA (Hons)	Technology	
Mrs R. Smalman BA	Mathematics	
Mrs. R. Tarrant BA (Hons)	Psychology	Teacher in Charge
Mr. T. Thomas BA (Hons), MA	Modern Languages	Head of Department
Mrs S. Thomson BA (Hons)	Art	
Mrs C. Tiller BEng (Hons), MA	Mathematics	
Miss L. Todd BA (Hons)	Music	
Mr. J. Varey BA (Hons)	PE	Director of Post 16 Studies
Miss E. Vere BSc (Hons)	Mathematics	
Mr. P. Ward BSc	Science	2 nd in Faculty (80%)
Mr. R. Whitehand BEd	Learning Support	SENCO
Mr. D. Whitehead BA (Hons), A.Dip.Ed	Humanities – R.E.	
Miss H. Wincott BEd	Technology	

SUPPORT STAFF

ADMINISTRATIVE STAFF

Mrs C. Middlemass	Finance/Admin Manager/Bursar
Mrs E. Fox	Senior Finance Assistant
Miss K. George	Finance Assistant
Mrs T. Webber	Principal's Personal Assistant
Mrs E. D'Urso	Sims & Examinations Officer
Mrs L. Cox	Administrative Assistant/First Aider
Mrs J. Roberts	Receptionist/Administrative Assistant
Mrs H. Brittain	Attendance Co-ordinator
Mrs C. Terry	Administrative Assistant
Mrs L. Doyle	Pastoral Support Assistant

CURRICULUM SUPPORT

Mrs J. Harding	Resource Centre Manager
Mrs G. Middlemass/Mrs P. Fresher	Reprographics
Mrs S. Dixon	Resource Centre Assistant
Mr. M. Courtman, BSc Hons	Network Manager
Mr. N. Elliott	ICT Technician
Mrs J. Field	Senior Science Technician
Miss A. Smith/Mrs S. Seaton	Science Technicians
Mr. G. King-Hall	Technology Technician
Ms S. Rayner	Art/Food Technician/Lunchtime Supervisor
Mrs C. Woods	Science Technician/Lunchtime Supervisor

TEACHING ASSISTANTS

Mrs. M. Wicking	Mr. C. Jordan
Mrs. P. Brookes	Mrs. H. Kilby
Mrs. D. Bulbrook	Mrs. S. Macfarlane
Mrs. S. Bunting	Mrs. L. Parfrey
Mrs. C. Dawson	Mrs. C. Parkinson
Mrs. C. Fish	Mrs. S. Salisbury
Mrs. R. Grant	Mrs. J. Shoesmith
Mr. T. Harlock	Mrs. C. Smith
Mrs. E. Harnwell	Mrs. R. Thurston
Mrs. S. Howarth	Mrs. J. Townsend
Mrs. D. Hunter	Miss E. West
Miss S. Thurston	

COVER SUPERVISORS

Mrs C. Arnold	Ms J. Bailey
Mrs J. Black	Mrs L. Ashley
Miss S. Housley-Stott	

SITE OFFICER

Mr. K. Christmas

ASSISTANT SITE OFFICERS

Mr. G. Thewliss
Mr. M. Baxter
Mr. S. Parish
Mr. G. Went

GROUNDSMAN

Mr. P. Bowell

DEPARTMENT TECHNICIANS

Mrs C. Buckle
Mrs D. Clarke
Mr. G. Radford
Mrs K. Fisher
Mrs C. Ewan
Mrs S. Perry

INCLUSION

Ms J. Watson, Main Inclusion Lead

Mrs S. Dawson, Specialist Inclusion Lead

Each Year Group has a Welfare Assistant to support the Heads of Progress in managing, supporting and guiding pupils.

Year 7 – Mrs J. Black

Year 8 – Mrs L. Ashley

Year 9 – Mrs J. Bailey

Year 10 – Mrs C. Arnold

Year 11 – Miss S. Housley-Stott

Lunchtime Supervisors

Mrs C. Wood

Ms S. Rayner

COMMUNICATION BETWEEN HOME AND COLLEGE

We believe that good communication between home and College is vital. Education can only be successful if parents, pupils and staff work together. We have many formal and informal ways of maintaining contact between College and parents.

HOME COLLEGE AGREEMENT

This sets out the College's expectations of pupils and what parents can expect of the College. It also summarises the support the College expects from parents. It is the basis of the co-operative relationship that is vital to successful education. A copy will be available for you and your child to discuss and sign at a transition meeting arranged in the latter part of the Summer Term.

CONTACT WITH THE COLLEGE

We welcome contact with parents. If you wish to see a member of staff, please telephone or write for an appointment to ensure that the person concerned is free and any necessary information can be prepared. However, if the problem is urgent, someone will usually be available to see parents at short notice.

PARENT AND CARER DROP-IN SESSIONS

We began these sessions last year and they have proved a valuable line for direct communication. There are three sessions each week:

Monday morning	7.45am-8.30am
Wednesday morning	7.45am-8.30pm
Wednesday afternoon	4.00pm-5.00pm

Each session is staffed by a member of the Senior Leadership Team, no appointment is required and they are held in the Meetings Room at the front of College, opposite Reception.

THE COLLEGE WEBSITE – www.cromwelcc.org.uk

We now have an extensive website which is regularly updated. All our policies and key documents are available for parents to view in addition to a wealth of information about the College and its curriculum.

INFORMATION

The College publishes the following key documents at the beginning of each year. These include:

- The Prospectus
- Sixth Form Prospectus
- Public Examination Results

THE NEWSLETTER (CONNECT)

A news magazine will be available once a term. It will contain news of events involving the College and information on forthcoming activities as well as a regular column by the Principal.

This will go onto the website. A paper copy will be available by request from the College Office.

The College uses the "School Comms" system. This enables us to improve communication between parents, staff and pupils using text messaging and email.

EXAMINATION AND TEST RESULTS 2010/2011

Subject	No of Entrants	A*	A	B	C	D	E	F	G	X	% A*-C	% A*-G
Art & Design	71	7	16.9	28.2	46.5	1.4	0	0	0	0	98.6	100
Biology	31	16.1	38.7	32.3	12.9	0	0	0	0	0	100	100
Chemistry	31	25.8	19.4	41.9	12.9	0	0	0	0	0	100	100
D&T Food Technology	18	0	27.8	16.7	11.1	16.7	16.7	5.6	5.6	0	55.6	100
D&T Graphic Products	11	0	9.1	27.3	45.5	18.2	0	0	0	0	81.8	100
D&T Resistant Materials	15	0	6.7	20	40	20	13.3	0	0	0	66.7	100
D&T Textiles Technology	13	0	7.7	23.1	23.1	15.4	15.4	15.4	0	0	53.8	100
Drama	9	0	0	22.2	33.3	33.3	11.1	0	0	0	55.6	100
English Language & Literature	206	2	11	17	49	16	4	0.5	0.5	0	79	100
English Literature	135	0.7	19.3	45.9	29.6	4.4	0	0	0	0	95.6	100
French	24	0	20.8	25	33.3	4.2	8.3	8.3	0	0	79.2	100
Geography	34	5.9	11.8	32.4	35.3	8.8	5.9	0	0	0	85.3	100
History	42	11.9	19	19	31	7.1	9.5	2.4	0	0	81	100
Mathematics	206	4.4	10.7	22.3	34	13.6	7.8	5.3	1.5	0.5	71.4	99.5
Media Film and TV Studies	25	4	16	36	40	4	0	0	0	0	96	100
Music	10	0	0	20	10	20	20	20	10	0	30	100
Physics	31	16.1	29	29	22.6	3.2	0	0	0	0	96.8	100
Psychology	40	12.5	42.5	25	15	5	0	0	0	0	95	100
Religious Studies – Full Course	79	4	14	21	16	5	18	8	3	0.5	70.5	98.5
Science Single Award	172	1.7	3.5	15.7	40.1	18.6	15.1	3.5	1.7	0	61	100
Science: Additional	97	7.2	7.2	23.7	44.3	13.4	2.1	1	0	0	82.5	99
Science: Applied	77	0	0	9.1	27.3	32.5	16.9	13	1.3	0	36.4	100
Spanish	8	0	0	12.5	12.5	12.5	50	12.5	0	0	25	100
Sport/PE Studies	49	0	2	18.4	44.9	22.4	6.1	4.1	2	0	65.3	100
Statistics	32	0	25	31.3	40.6	3.1	0	0	0	0	96.9	100

First Diploma in Engineering	92%
ICT Double Award – National Award	47%
ICT Single Award – National First Award	96%
National Certificate in Health and Social Care – Level 1	100%
National Certificate in Health and Social Care – Level 2	100%
NVQ Certificate in Hairdressing and Barbering	100%
Public Services First Diploma Level 2	94%

SUMMARY OF AS and A2 RESULTS 2010/2011

At A2 the A*-C percentage was 62%

The A-E pass rate was 98%.

These subjects achieved 100% pass rates – Art, Geography, History, Maths, Biology, Textiles, English, Psychology, Sports Studies, R.E. and ICT

AS 2010/2011 – 84% achieved A – E pass rate including General Studies.

SUMMARY OF GCSE RESULTS 2010/2011

Number of pupils aged 15 on 31.8.10, on roll at 15.1.11 - 216

Number of pupils completing education at other Local Authority Provision - 10

Number of pupils completing full-time education at Cromwell - 206

Percentage of these achieving five or more GCSEs at Grade A to C* - 85%

Percentage of these achieving five or more GCSEs at Grade A-C including Maths and English* - 64%

<i>Pupils (per cent)</i>	<i>% Achieving 5+ A*-C</i>	<i>% Achieving 5+ A*-C Inc. English & Maths</i>	<i>% Achieving 5+ A*-G</i>	<i>% Achieving 1 + A*-G (incl. short courses)</i>
<i>Male School 2010/2011</i>	83	70	92	100
<i>Female School 2010/2011</i>	86	57	85	100
<i>All Pupils School 2010/2011</i>	85	64	99	100

Being Healthy

As a result of the work the College does in promoting and educating for healthy lifestyles, we have been awarded “Healthy Schools” status.

SPORTING CURRICULUM AND EXTRA CURRICULAR SPORTING ACTIVITIES

Physical Education is compulsory by law for all children. The College’s aims for sports include:

- To provide at least two hours weekly of sports for all pupils in Key Stage 3 and 4.
- To offer Physical Education public examinations at Key Stage 4 and 5.
- To encourage pupils to be physically active.
- To provide a wide range of extra-curricular sporting activities.
- To participate in competitive fixtures across the district.

Pupils are taught a balanced programme in accordance with the National Curriculum. This includes athletics, basketball, cricket, dance, aerobics, football, gymnastics, hockey, netball, badminton, personal fitness, rounders, rugby, tennis, volleyball, table tennis, trampolining and handball.

Lessons are supplemented by a high level of involvement in all district sports events.

The College has been awarded Sportsmark.

ACADEMY

The Cromwell Sports Academy was launched in December 2007. It was set up to cover a number of objectives:

1. To improve the standard of performance of our more able pupils.
2. To increase the understanding and independence of participants in designing their own training regime.
3. To allow our more able committed pupils to fulfil their sporting potential.
4. To raise the general standard of performance for all pupils who participate in sport in school.

The Academy achieves these aims through morning fitness and coaching sessions that are linked to curricular and extra-curricular sessions.

The Academy is split into two levels, Silver and Gold, and the intensity of support is dependent on the pupil’s commitment and drive.

There are currently 60 members of the Academy who regularly attend morning sessions Monday to Thursday. These sessions begin at 8.00am.

We have witnessed an increase in performance across the board and a number of individuals have turned in some impressive achievements.

PERSONAL, SOCIAL HEALTH AND ECONOMIC EDUCATION (PSHEE)

Every pupil in the College has one lesson a fortnight on PSHEE which is viewed as a very important curriculum area, covering many aspects of the **Every Child Matters** agenda. Pupils learn the importance of having a healthy lifestyle and how to make informed decisions. This covers a variety of topics including healthy eating, sex education, road safety and the dangers of alcohol and drugs. We aim to equip our pupils with the necessary knowledge to enter the world as level headed young adults, ready to face the challenges that life will give them.

CYCLING TO COLLEGE

We encourage pupils to walk or cycle to College if they can. The College has produced a Travel Plan designed to make these safe options. The College has new, secure cycle racks.

COLLEGE CATERING

The College has committed to supporting the drive for healthy eating, and is providing healthy, nutritious and appetising food for pupils and staff, served from the College Café.

In June 2008 the Governors took the radical decision to put the catering out to tender. The successful company "Innovate" were clear winners in our eyes because they listened to what the pupils told them they wanted and offered all of us a sophisticated, attractive and healthy service.

The pupils who were involved in selecting the successful company were simply stunned by the "future of school meals".

Staying Safe

Every pupil at Cromwell Community College has the right to feel safe, secure and supported when they are in College.

ATTENDANCE AND PUNCTUALITY

The attendance figures for the last academic year are 95% for attendance and 1.8% for persistent absence. This is a very good set of figures.

We expect pupils to attend College unless there is a very good reason for not doing so, and to be punctual for the start of morning and afternoon registration. If your son/daughter is not in school, you will be informed via our School Comms text messaging service direct to your mobile phone. We expect attendance to be above 95%. If attendance falls below 95% pupils will then be monitored closely and may need a referral to the Educational Welfare Officer (EWO).

In line with the guidance at both local and national level, the College Governors have reviewed the College's position regarding holidays during term time and in view of the detrimental effect that missing College has on a pupil's education they will not allow the College to authorise any holiday during term time, unless there are exceptional circumstances, which the Principal must be informed of.

Reasons why you might want to take your child out of College and what to do.

- **Illness**
When your child is ill, follow the College's illness procedures and let the College office know as soon as possible on the first day that your child is ill.
- **Medical appointments**
Always try and arrange routine appointments and check-ups outside of the College day or during weekends or College holidays. When this isn't an option, always give the College as much advance warning as possible and let them know the time of the appointment.
- **Bereavement**
Let your College know as soon as possible if someone in your immediate family dies and when your child will be out of College. They will want to make sure that staff and pupils act sensitively on their return.
- **Religious festivals**
Ask your College well in advance if time off is required for recognised religious reasons that fall outside College holidays.

Reasons why you should not take your child out of College and what it means for you.

- **Holidays**
The College will not authorise holidays in term time unless there are exceptional circumstances.
- **Birthdays**
Your child should be in College even if it is their birthday. They can celebrate with the family before or after College.
- **Shopping**
Or any other activity for which there is no serious reason for your child to be away from College is not an acceptable reason for them to be missing lessons.
- **Truancy**
Skipping College is not acceptable and may well have consequences for you as a parent as well as your child - it also raises serious child safety issues. Parents can still be fined or prosecuted even if they did not know that their child was not attending College.

If you feel that you have particular exceptional circumstances that result in you needing to take a holiday during term time, please complete the College's application for leave of absence form, or make an appointment to discuss it with the Principal.

CHILD PROTECTION

Under the Education Act 2002 (Section 175) Colleges must make arrangements to safeguard and promote the welfare of children. Parents/Carers should know that the law (Children Act 1989) requires all College staff to pass on information which gives rise to a concern about a child's welfare, including risk from neglect, physical, emotional or sexual abuse. The staff will seek, in general, to discuss any concerns with the parent/carer, and where possible seek their consent to a referral to Social Care. **This will only be done where such discussion will not place the child at increased risk of significant harm.**

In accordance with local Information Sharing protocols, we will ensure that information is shared effectively and sensitively. Information will only be shared with other services where it is deemed necessary and proportionate to ensure that children and young people are safe and receive the right service.

College will seek advice from Social Care when they have reasonable cause to suspect a child may be suffering or likely to suffer significant harm. Occasionally, concerns are passed on which are later shown to be unfounded. Parents/carers should appreciate that the designated person for child protection was carrying out their responsibilities in accordance with the law and acting in the best interests of all children.

LUNCHTIME

Pupils in Years 7, 8, 9 and 10 are expected to stay on site during the lunch times. We have excellent catering facilities for pupils who have packed lunches or those who buy a lunch. Year 11 pupils are given the privilege of going into town at lunchtime. Our own Café serves a wide selection of items including healthy options and a meal of the day.

Lunch time supervisors and senior members of staff are on duty each day. During lunchtime many clubs and practices take place including sports, choir and orchestra practices.

COLLEGE VISITS AND EXCURSIONS

These are frequent, popular and play an important part in supporting the curriculum. Field Study groups visit farms, factories, nature and horticulture reserves, trails and the coastal regions for geomorphology.

Ely, Peterborough, Cambridge, Hampton Court and local areas feature in historical and geographical studies. Museums, art gallery and theatre visits are also integral to the teaching of the curriculum. Work experience organised through Project Trident, is an established and integrated aspect of Year 10 curriculum. We welcome visitors to the College who provide a wide variety of activities which further enhance the educational experience of our pupils.

Please note:

1. If a child behaves in a way which the College feels would be a risk to the Health and Safety of others, the child will not be invited to participate on a trip.
2. Once a place has been confirmed and paid for the College reserves the right to refuse that place if a child subsequently behaves in a manner which would deem him/her a risk to the Health and Safety of others.

PUPIL MANAGEMENT POLICY

Our Behaviour Policy is designed to ensure that pupils always strive to give their best. We find that, with very few exceptions, our pupils are honest and trustworthy young people who co-operate well together and are sensitive to the needs of others.

We recognise, however, that at various stages of their development young people need guidance and encouragement to achieve a true sense of self-discipline and citizenship. This includes curbing any selfish instincts and being prepared to speak out against any wrongs done to others.

In practice, this means that:

- We state clearly to pupils, parents and staff, the standards of behaviour we expect and the sanctions and rewards which are associated with them.
- Our College rules and expectations are kept to a minimum but are enforced consistently.
- Our structured system of rewards and sanctions underlines the importance we attach to various aspects of behaviour.
- We emphasise the positive and we try, as far as possible, to match any sanctions to the misbehaviour.

- Pupils are given increasing opportunities to experience trust, participate in decisions and undertake positions of responsibility as they progress through the College.
- As teachers, we set an example of the standards of courtesy, respect and tolerance we expect from the pupils.
- Pupils are encouraged to report wrong-doings and confidentiality is respected where possible.

Under the Race Relations (Amendment) Act 2000 and Home Office Code of Practice on reporting and recording racist incidents (2000), schools are required to record and investigate all racist incidents and to report them to the Local Authority on a regular basis.

Definition of a racist incident

Cambridgeshire Local Authority and schools, as advised by the Home Office adopted the definition recommended in the Stephen Lawrence Inquiry Report 1999:

“A racist incident is any incident which is perceived to be racist by the victim or any other person”.

EXPECTATIONS

We have high expectations of behaviour and discipline, both of which are necessary to ensure quality teaching and learning and an orderly community. In establishing a sense of responsibility among pupils we hope to keep behaviour problems to a minimum. The friendly, civilised atmosphere resulting from this is a noticeable feature of our College.

We will contact you immediately if your child is giving us cause for concern and work with you to find a solution to the problem.

Pupils are aware of the high standards we maintain at College and it may be necessary, in some cases, to detain, at break, individuals who flaunt College rules. Pupils who disrupt a lesson will be removed to the Pupil Support Unit for that lesson.

We also operate a detention twice a week from 3.20-4.20pm for persistent offenders. We seek parental support for this and you will be informed at least 24 hours in advance.

If the Head of Progress is concerned about work or behaviour in lessons, pupils may be given a report book where teachers can record observations on a lesson by lesson basis. We will inform you if your child is placed on report.

Cromwell Community College is committed to ensuring that all our staff and adults with responsibility for pupil’s safety and welfare will deal professionally with all incidents involving aggressive or reckless behavior, and only use physical intervention as a last resort in line with DfE and Cambridgeshire County Council’s guidance. If used at all it will be in the context of a respectful, supportive relationship with the pupil. We will always aim to ensure minimal risk of injury to pupils and staff.

REWARDS

Rewarding success is crucial to us at Cromwell. As well as the use of i-Behave as a system to monitor and track pupils there are also many other ways of recognising the success pupils achieve. There are 'Honour Boards' for outstanding achievement, and subject attainment and achievement prizes awarded in Annual Presentation Evening. There are also trips and visits that are linked to behaviour and attendance, Sports Academy, e-mails home to Parents, 'Good News' cards and Principal's Commendation.

Cromwell's priority is educating the whole person and rewarding their success, be it for outstanding achievement or attainment, and this is at the core of what we do every day.

SANCTIONS

Sanctions include reprimands, extra work, after-school detentions (with 24 hours' notice). If serious misconduct occurs this may result in a period of fixed term exclusion from the College or, in an extreme case, permanent exclusion.

Enjoying and Achieving

There are many aspects of College which fall under the category of Enjoy and Achieve. We believe that if pupils enjoy their education and are able to learn in a safe, calm, inspiring working environment they will achieve greater success.

THE NATIONAL CURRICULUM

The Education Reform Act 1988 introduced a National Curriculum comprising core and foundation subjects, to be taught to all pupils at College. It covers eleven years and is divided into four key stages;

- Key Stages 1 and 2 cover the years at primary school
- Key Stage 3 begins at age 11 (entry to secondary College)
- Key Stage 4 starts when pupils enter Year 10.
- Key Stage 5 – Post 16

Curriculum Policy

The delivery of the curriculum is critically important to the quality of learning. This policy should be read in conjunction with the College 'Teaching and Learning Policy'.

Ethos:

The opportunity to follow a broad and balanced curriculum is the entitlement of all pupils irrespective of race, academic ability, gender, sexual orientation or physical disability.

- At Cromwell our goal is to develop in all of our pupils the skills, competencies and knowledge relevant to life in the 21st Century. Our personalised curriculum enables pupils, facilitates pupils' learning and achievements and encourages them to make a positive contribution to their lessons and to the life of the school as a whole. The wider curriculum encourages them to think about staying safe, having healthy lifestyles and a sense of personal and economic well-being. The inclusion of Personal Learning and Thinking Skills (PLTS) as an important feature of Key Stage 3 allows pupils to develop important transferable skills for life long learning.

A broad and balanced curriculum, appropriate to the needs of pupils, is a key factor in raising the attainment of pupils and has positive impacts on behaviour and attendance as well as personal development.

In support of our goals, our curriculum aims to:

- Be fully inclusive
- Motivate and inspire each pupil to reach his or her full potential

- Develop adaptability and widen the horizons for all our pupils
- Encourage respect for others and an appreciation of cultural diversity
- Enable each pupil to make a positive contribution to their community
- Equip pupils to meet the challenges of the 21st Century
- Help pupils to understand how they learn and how they can become independent learners
- Promote a spirit of inquiry and view learning as a lifelong process
- Reach out into the community in order to extend the opportunities for pupils
- Be relevant to the needs of pupils
- Provide courses of equal value and status, with appropriate accreditation and clear routes for progression
- Meet statutory requirements.

As part of our policy to personalise the curriculum, in certain subjects and where pupils are able, we begin the teaching of GCSE during Year 9. This staged transfer helps to prepare pupils for Key Stage 4 and increases their chances of success.

At Key Stage 4, pupils are guided towards different Pathways according to Performance Data. These Pathways provide a broad and balanced curriculum (including vocational courses) which are suited to pupils with the full range of abilities.

Our Post 16 curriculum encourages as many pupils as possible to continue in full-time education beyond the age of 16 and prepares them for life in the wider world.

The structure of the curriculum will be flexible enough to enable the educational needs of individual pupils to be met. This may include some part of a pupils' curriculum being delivered off site and/or in the Learning Support Centre.

“Specialist Schools status is making a significant contribution to improving progression and pupils’ performance by providing an effective curriculum, with relevant lesson content and enrichment”. Ofsted – November 2008.

CURRICULUM FOR KEY STAGE 3

For pupils at Key Stage 3, that is those aged 11 – 14 in Years 7, 8 and 9, the statutory national curriculum forms the basis of what is taught. The curriculum for 2011-2012 consists of:

English	Geography
Mathematics	Religious Education
Science	Art
Design and Technology	Music
Information & Communication Technology	PSHEE
Languages (French and Spanish)	Physical Education
History	Drama
Citizenship	

This curriculum is adapted for pupils who would benefit from additional support with Literacy and Numeracy.

As part of our policy to personalise the curriculum, in certain subjects and where pupils are able to we begin the teaching of GCSE during Year 9.

All pupils have the opportunity to gain a short course GCSE in RE and the teaching of this starts at the beginning of Year 9. In addition pupils begin completing units for their OCR National ICT course at the start of the year. Maths, English and Science also begin teaching aspects of the GCSE courses during the year.

We believe that this staged transfer helps to prepare pupils for Key Stage 4 and increases their chances of success.

Personal Learning and Thinking Skills (PLTS) are an important feature of learning at Key Stage 3. Pupils are encouraged to become independent enquirers, effective participators, reflective learners, creative thinkers as well as learning to work as part of a team and to manage their own learning. These are important transferable skills, which equip young people with the necessary skills for the 21st century. The development of these skills is embedded across the subjects but also is the focus of our highly successful Exploration Days.

Pupils also undertake a course of Social and Emotional Aspects of Learning (SEAL) activities with their tutors. These are designed to encourage pupils to think about and discuss how they feel about issues and how they handle different situations.

CURRICULUM FOR KEY STAGE 4

The curriculum for 2011/2012 includes a number of core subjects, studied by everyone, together with some optional subjects. This arrangement, including the variety of Pathway subjects, is reviewed each year.

Please see attached sheet at Appendix 1 for list of subjects.

POST 16

We encourage as many pupils as possible to continue in full-time education beyond the age of sixteen with a large number of these successfully progressing onto university and further education. The Sixth Form offers a wide range of courses to suit most pupils' aptitudes and attainment.

The subjects offered at Cromwell for Years 12 and 13 are:

ICT, Art and Design, Biology, English Literature, French, Geography, Health and Social Care, History, Mathematics, Performing Arts, Psychology, Public Services, Religious Studies, Sports Studies and Textiles.

Chemistry will be offered at Cromwell from September 2012.

Additionally students complete an enrichment AS course as well as a full programme of tutorial activities.

Additionally at Neale-Wade pupils can access the following:

Art and Design, Biology, Business Studies, Chemistry, Creative and Media, English Language and Literature, French, Geography, German, Government and Politics, Health and Social Care, Health, Society and Development, History, ICT, Mathematics, Media Studies, Music, Philosophy of Religion, Physical Education, Physics, Product Design, Psychology, Sociology, OCR Diploma, Music Technology and Further Maths.

HOW PUPIL PROGRESS IS MONITORED AND ASSESSED

Pupil progress is continuously assessed by teachers and monitored by the Senior Leadership Team, Heads of Faculties and Heads of Progress. Subject areas have a variety of methods of assessment with the common aim of providing feedback to pupils about their performance.

You can track your son/daughter's progress "on-line" via our STARS (School Teaching and Recording System). Parents will be given a log-in access code to look at their child's current performance and attendance data.

You will have a full written report during the year as well as a chance to meet staff at Parent Consultation Evenings. The reports are also accessed through STARS.

Should issues arise at other times a telephone call may be sufficient to address your concerns or it is always possible to make an appointment to see an individual member of

staff, (Head of Faculty, Head of Progress, Key Stage Manager, Vice Principal or the Principal).

CELEBRATING SUCCESS

We believe it is very important to recognise and reward achievement of all kinds. We believe that young people in general respond positively to praise and are motivated by it.

The achievements of individuals and groups are recognised in many different ways. Successes are celebrated in weekly assemblies and by individual praise from teachers, the Heads of Progress, Key Stage Managers, and the Principal.

Public examination certificates are presented in November and the achievement of individuals is recognised at the end of each year at Presentation Evening.

In addition to the letters of commendation, a system of Rewards operates in all year groups. The aim of the system is to offer all pupils in Years 7 - 11 the opportunity to be positively rewarded for either effort or attainment in subjects or an act of citizenship within the College community.

We use "i-Behave", which is software that enables teachers to record good effort and behaviour. Pupils are awarded points for a variety of positive contributions. Heads of Progress monitor the "i-Behave" scores of individual pupils and the totals of each tutor group. At the end of each term, the tutor group in each year group with the highest amount of positive "i-Behave" points receive a reward. At the end of the academic year, the top 10% of pupils in each year group are recognised and rewarded and the winning tutor group in each Key Stage are awarded a cup at the end of year assembly.

There are Year Notice Boards and an Honours Board in the entrance foyer where attendance and achievements out of College are commended. Good News cards are also displayed which promote and develop pride and respect in our community. Cromwell post cards may be sent home informing parents of something special.

LEARNING SUPPORT

At Cromwell Community College we are committed to meeting the educational needs of all our pupils. Learning Support caters for the needs of all pupils with special educational needs both with and without statements. Learning Support strives to address the needs of:

- Pupils with specific learning needs
- Pupils with both long and short term learning difficulties
- Pupils with short term emotional and behavioural difficulties

Staff plan, set and mark work which is appropriate and relevant to the needs of all pupils. The College has adopted the model of special educational needs assessment and provision recommended by the Code of Practice from the Department for Education. The Special Education Needs Co-ordinator is responsible for overseeing relevant assessment and provision. The Department has 24 Teaching Assistants and a learning support co-ordinator.

Pupils with special educational needs are encouraged to become increasingly independent and take responsibility within the College. Learning Support provides assistance for pupils within the classroom, advice for staff on appropriate materials and strategies and withdrawal of individuals or small groups for specific activities. The name of the Special Educational Needs Co-ordinator is **Mr. R. Whitehand**.

Learning Support values working in partnership with all parents. We will seek to involve parents/carers in all decisions about their children.

“Care, guidance and support are good. The school has an inclusive and caring ethos that supports pupils’ welfare consistently well as they progress through the school”. Ofsted - November 2008.

RELIGIOUS STUDIES

All pupils study Religious Education in accordance with the 1944 and 1988 Education Acts. We aim to give an understanding of what religion is and an opportunity to examine beliefs, values and attitudes. The teaching is non-denominational and non-evangelical and seeks to provide a factual background to, and an appreciation of, Christianity and other world religions. Discussion of the relevance of religion to the world around us is encouraged and respect for other viewpoints is developed.

Parents have the right to withdraw pupils from RE lessons and collective worship on religious grounds and are asked to provide a written request for this to be arranged.

SUPPORT AND GUIDANCE

On arrival at Cromwell each pupil is placed in a tutor group containing approximately equal numbers of boys and girls of mixed ability. Pupils will stay in the same tutor group throughout their time at Cromwell, unless there is a very powerful reason for movement.

The Form Tutors will stay with the form for the first five years at Cromwell unless there is good reason to change. We believe that this will provide a level of continuity and security for pupils. This is a change to recent practice and has come about following an evaluation of our system involving pupils, parents, governors and staff.

The Heads of Progress operate on two rotations; Years 7 and 8 and Years 9, 10 and 11.

The College now has 8 house groups which are the basis for inter-house activities and competitions:

Clare, Darwin, Emmanuel, Girton, Kings, Pembroke, Selwyn and Trinity

SEX AND RELATIONSHIPS EDUCATION

Sexuality is an integral and fundamental part of human development – understanding their own sexuality and that of others enables the pupils to develop a capacity to love and share fulfilling relationships. We feel we must help pupils to understand and accept their own and others’ sexuality so that they are ready for the opportunities, responsibilities and experiences of adult life. From Year 7, with information on puberty to Year 10 and 11 covering HIV/AIDS and contraception, the College aims, in advance, to prepare the pupils for each step in their development.

Outside agencies, with specialist knowledge are invited into the College at appropriate times.

Parents have the right to withdraw pupils from sex education delivered in PSHEE and are asked to provide a written request for this to be arranged.

MUSIC

We use the Cambridge Instrumental Music Agency (CIMA) for instrumental lessons and currently provide lessons on Woodwind, Upper Strings, Brass and Guitars. Parents contribute to the cost of this at the rate of £185 per annum. This can be paid in monthly instalments by standing order or on ParentPay. Year 7 pupils receive the first half term free! Some of the instrumental teaching is also carried out by the two members of the department.

INDEPENDENT STUDY/HOMEWORK

Cromwell Community College is committed to the value of pupils working by themselves away from the classroom. There are now so many opportunities for further learning – the Library Resource Centre, Study Club, the town library and personal home computers – that the term Independent Study has replaced the term homework.

The College's commitment to offering these further learning opportunities to all pupils, is such that the Library Resource Centre remains open every evening until 4.30pm for pupil use.

The topics for Independent Study are set by Departments each half term together with the arrangements for marking and assessment. The different subjects do have some different ways of working. This means that some tasks will be offered on a weekly basis, where it is essential to reinforce and check immediately what has been covered in class with follow-up exercises. Other tasks will be offered fortnightly, when reinforcement and checks are needed on longer pieces of work. Some tasks will be offered over longer periods, when time for research, planning, drafting and final presentation are needed. This latter approach is certain to become more common as pupils move through College and into Key Stage 4.

EXTRA CURRICULAR ACTIVITIES

Every curriculum area at Cromwell offers some form of extra-curricular activity and the majority offer trips and visits.

There are a large number of activities in which pupils can take part. A variety of clubs enable pupils to pursue interests and activities of their own choice during lunchtimes and after College, including: art, dance, drama, Duke of Edinburgh, Sewing Club, French Club, Gifted and Talented Club and activities, Study Club, Geography Club, hockey, music, choir, orchestra, rock group, rugby, table tennis, netball, football, athletics, cricket, rounders, volleyball, fitness and trampolining.

Inter-house and inter-form matches are a feature of College life and selected teams are entered in a wide range of sporting activities and inter-college competitions. Pupils have the opportunity for selection to the District and County teams.

Some of our activities are led by members of the College staff and some by voluntary leaders. Our programme is enhanced by activities provided through the Community Education programme. Regular concerts, drama and dance productions are a strong feature of College life.

PUPILS LEAVING CROMWELL JANUARY 2012

DESTINATIONS OF YEAR 11

	Year Group	
	Number of pupils	%
Transferring to school 6th Form or Further Education College	200	96.2%
Employment (no training)	3	1.4%
Not in any kind of employment (NEET)	2	1.0%
Moved Away	3	1.4%

Making a Positive Contribution

PUPILS TAKING RESPONSIBILITY

We aim to develop our pupils and students so that they can contribute actively and positively to any community they are involved in now or will be in the future. They need to have an understanding of their own and others' rights and responsibilities.

Pupils are encouraged to be responsible members of the College community. In Year 11 we have a Head Boy and Head Girl who have deputies and all Year 11 and Sixth Form pupils are viewed as role models for the rest of the College. Pupils are involved in staff appointments and always support as guides at key events in the year, particularly Open Evening.

Pupil Voice

The College actively seeks the opinions of pupils and students on issues ranging from what makes a good lesson, from College meals and the appointment of staff at all levels.

We have a School Council which is made up of two pupils from each year group including 6th Form and the Vice Principal (Learning and Teaching). The group is chaired by one of the 6th Form students. Most recently this group has focused on the issues and questions raised by the Building Schools for the Future initiative. Pupils have presented ideas to large groups of professional adults, acquitting themselves superbly.

Fenland District Youth Council

This initiative started about two years ago and we have three representatives on the Council. The Council has a budget which it uses to support youth initiatives across Fenland. The Council is an excellent opportunity for pupils from across the Fenland secondary and special schools to work together for the benefit of the whole community.

Charity Work

While the College is part of the local community I am particularly proud of the fact that our pupils, parents and staff have raised in excess of £7,150 over the last two years for charities local, national and international.

School Based Opportunities

Year 8 pupils act as College receptionists on a rotation system involving a maximum of two days in the year. We feel that this responsibility provides experience of the real world

of work, enhances self-confidence and provides them with the opportunity of participating in the organisation of the College.

Pupils also support in the library before College and at lunchtime managing the database which allows pupils to take out books.

Many of our older pupils and students have been trained and act as mentors to younger pupils and the College has an Anti-Bullying Council run by Year 10 pupils.

All pupils are encouraged to participate in extra-curricular activities.

Achieving Economic Well-Being

The Personal, Social Health and Economic Education (PSHEE) curriculum covers a variety of topics which prepare pupils for the world of work.

WORK RELATED LEARNING

From Year 8 onwards the lessons, visitors, events and interviews are arranged to assist pupils with the important decisions in this sphere. Each year a Post 16 convention for Years 10 and 11 is organised in the College, which is an ideal time for questions to be answered and information to be gathered by the pupil and parent. Pupils are instructed on the use of the Connexions Library, including specialist software programs and are encouraged to make use of these facilities. All pupils in Year 10 participate in work experience and from Year 9 pupils develop Individual Learning Plans, which involve making decisions about their future and setting targets to achieve these goals.

Pupils in Key Stage 4 also take part in an extensive programme of Work Related Learning (WRL) and Information Advice and Guidance (IAG) training.

Work Related Learning and Work Experience are co-ordinated by Mrs J Clarke, Information, Advice and Guidance Manager.

Connexions Personal Adviser – Mr. B. Lawler.

ENTERPRISE ACTIVITIES

The Real Game encourages pupils to work collaboratively to make choices and decisions about possible lifestyles in relation to career choices.

TARGET SETTING

All pupils are set targets in each subject. These targets are discussed with their teachers and tutors on a regular basis so that pupils understand at what level they are working and what they have to do in order to improve. They are encouraged to take responsibility for their own learning and progress.

ABLE AND TALENTED

We recognise that within our student population there will be individuals with outstanding abilities in one or more of their experiences. It is our responsibility to ensure students are given the support and encouragement needed to develop their abilities and full potential. This support can come through extension work in lessons, as well as advice and guidance offered by teachers. Students may exhibit an exceptional ability and talent in a range of

areas: Science, Maths, English, Humanities, Languages and or in sport, art or music and will be identified by their subject teachers.

Our aims

- To treat all gifted students as individuals and develop programmes of extension work that allows them to feel confident in their abilities.
- To ensure that there is enough flexibility in programmes of study to allow such differential development to take place.
- To keep parents fully aware of the additional provision being made.
- To celebrate the success of such students in a variety of ways.
- To encourage all students to develop their individual knowledge and skill and fulfill their potential.
- To create a school culture that fosters tolerance and respect for students who demonstrate high level skills in specific interest areas.

AIMING HIGH

Aiming High is a programme designed to encourage students, who may not normally think about going on to further and higher education, to consider the benefits of a university education. Cromwell Community College has been running a successful Aiming High programme for the last five years now. We have organised a range of activities for our Year 9 to 13 students, many in partnership with Anglia Ruskin and Cambridge University. These activities have included university trips, summer schools, residentials, psychometric profiling, mentoring and careers advice. Aiming High plays a big part in raising the aspirations of our students and giving them a focus for their adult life.

UNIFORM LIST

BOYS	GIRLS
<p>Black/Charcoal grey trousers Black blazer - (badge available separately) Grey or Black Plain 'V' necked jumper White traditional shirt (tucked in) Cromwell tie Sensible black shoes (no trainers) Suitable outdoor clothing</p> <p><u>For Games</u> Burgundy Shirt - (rugby type) Burgundy football socks Black shorts Football boots</p> <p><u>For P.E.</u> White shorts White tee shirt White socks Astro/moulded stud-boots or training shoes (not rubber blades) Towel</p> <p><u>Optional</u> Black track suit bottoms Cricket whites Running spikes Strongly Recommended – Gum Shield/Shin pads</p> <p><u>Summer Uniform (only to be worn after May Half Term)</u> Plain White Polo Shirt White Polo Shirt with College badge (available only from the College)</p>	<p>Black/Charcoal grey skirt (knee length) Black/charcoal grey trousers (trousers that are slim fit, $\frac{3}{4}$ length or have pocket detailing that look like jeans should NOT be worn) White traditional shirt (tucked in) Burgundy 'V' necked sweatshirt (College type) Cromwell tie Black shoes with low heels (no trainers) Suitable outdoor clothing</p> <p><u>Optional</u> Black blazer with College badge</p> <p><u>For Games</u> Burgundy socks Burgundy shorts White polo shirt with collar Round necked maroon sweatshirt</p> <p><u>For P.E.</u> Burgundy shorts White aertex blouse or polo shirt Astro/moulded stud-boots or training shoes (not rubber blades) White socks Towel</p> <p><u>Optional</u> Black track suit bottoms Strongly recommended –Gum Shield/Shin Pads Running spikes</p> <p><u>Summer Uniform (only to be worn after May Half Term)</u> Plain White Polo Shirt White Polo Shirt with College badge (available only from the College)</p>

- Jewellery** 1 ear stud per ear
 1 ring (simple unraised style) per hand
 1 watch
NO JEWELLERY (even with tape over) is permitted to be worn for PE
NO Necklaces and bangles
- Hair** Colour and style must be appropriate and not reflect fashion fads (e.g. no coloured hair extensions).
- Nails** The College discourages the wearing of nail varnish, false nails and “gelled” nails on Health and Safety grounds. Any pupil not complying may find themselves unable to participate in some curriculum areas.
- Make-up** Should not be worn in Key Stage 3 (Years 7, 8 and 9). Pupils in KS4 (Years 10 and 11 may wear discrete make-up – foundation and mascara are acceptable. **NO** eyeliner.
- Shoes** These should be low heeled to ensure accidents don't occur when moving about the College.

Health & Safety Requirements

Body Piercings **Nose, eyebrow, tongue and other body piercings are a health and safety hazard and are not acceptable even with a plaster covering.**
PE *Please note that all jewellery and ear rings must be removed for all PE & games lessons and stored in the department jewellery box.*

THE COLLEGE ACCEPTS NO LIABILITY FOR THE LOSS OF PERSONAL PROPERTY ON THE COLLEGE SITE

POLICIES

USE OF MOBILE DEVICES IN COLLEGE

Mobile devices include: Mobile phones, iPods, MP3/4 Players, products with an electronic communication/storage device or digital facility.

Cromwell Community College recognises that parents may wish their children to have mobile devices for use in cases of emergency. However, mobiles can be used inappropriately and are potentially targets for theft and bullying. The Governing Body has, therefore, adopted the following policy which will be rigorously enforced.

- Mobile devices should not be generally used on College premises and pupils should keep them switched off and out of sight. However the College recognises that appropriate use in break times with parental consent is acceptable.
- If pupils feel they need to use their devices during lessons, particularly in very unusual circumstances, such as a family emergency, pupils should always seek staff permission to use their mobile. Pupils must not use mobile devices without the explicit permission of a member of staff.
- Mobile devices should not be used in classrooms unless directed by the teacher in an appropriate manner.
- Pupils who ignore this policy and use a mobile device without permission or in an inappropriate manner will be asked to hand over their phone to a member of staff. A ticket will be exchanged for the phone which pupils will need to produce to receive their mobile back. In most cases the mobile should be handed back to the pupil at the end of the lesson. If a pupil refuses to follow the request to hand over their device to a member of staff, the usual procedures should be followed in line with the Pupil Management policy.
- **If a member of the staff of the College has any suspicion that a mobile device has unsuitable material stored on it, pupils will be required to hand over the mobile to a member of staff and parents will be asked to collect it from a senior member of staff.**
- In circumstances where there is a suspicion that the material on the mobile may provide evidence relating to a criminal offence the phone will be hand over to the police for further investigation. (There has been a court case where a person has received a custodial sentence for showing someone a video on a mobile phone, which caused them distress. Parents and pupils should be aware that such incidents are likely to be treated seriously by the Courts).

Parents will need to recover the mobile from the police in such circumstances.

- If a member of staff finds a mobile device, they should not attempt to open or access it any time. Any devices should be handed into the Main office where they will be stored securely until they are claimed.

- Pupils are strongly discouraged from bringing camera phone/devices into College because of their higher value and potential for misuse.
- Pupils remain responsible for their own property and will bear the responsibility of any losses.
- Any failure to comply with the above guidelines may result in normal disciplinary action to be taken up to and including the consideration of permanent exclusion of the pupil concerned.
- Examinations – possession of unauthorised items is an infringement of the regulations and could result in **disqualification** from the current examination. Candidates are advised that mobile devices in particular should not be in their possession whether or not switched on.

Parents should be aware that whilst there are obvious benefits to pupils having a mobile device in terms of potential safety there are also some associated risks such as potential for theft, bullying and inappropriate contact, including grooming by unsuitable persons.

MEDICINE POLICY

It is the policy of Cromwell Community College that pupils do not carry medicines (including paracetamol) in College. Any medication that is required to be taken in College must be handed into the College office where it will be stored in a locked cupboard.

The only medication which should be carried are those which are required by asthmatics, diabetics and pupils who have Epipens. The College should be made aware of pupils who fall into the above category. The only non-prescribed medication which is allowed to be taken in College is Paracetamol (tablet or liquid) or Nurofen (tablet or liquid). All other medication must be prescribed.

It is the parent/carers responsibility:

- To ensure that they complete a medication consent form. This is required before staff can give any medication in College. **Verbal consent cannot be accepted.**
- To supply all medication in the original packaging and hand it into the office.
- The packaging must be clearly labelled with the pupil's name form and date and birth and the time and frequency that it should be given.
- To replace medication before it expires and to dispose of any expired medication
- To notify College of any changes.
- To ensure that their son/daughter knows when he/she is required to take his/her medication and that they go to the office at the given time.
- To collect any medication at the end of the College year (July) otherwise it will be destroyed.
- To ensure that their son/daughter does not carry any medication on themselves with the exception stated above.
- To ensure that their son/daughter hands all medication into the office.
- Where appropriate, parents to liaise with the School Nurse to complete a Health Care Plan.

It is the pupils' responsibility:

- To make sure they know when their medication is required.
- To attend the office when it is due (they must take their own medication out of the packaging. They will be supervised by a qualified member of staff).
- To hand all medication into the office.

It is the College's responsibility:

- To supervise the pupil while he/she takes his/her medication.
- To record all medication taken by pupils (date, time, medication pupil and staff member).
- To ensure that all medication is in date before issue.
- To destroy any medication left in College at the end of a College year (July).
- To maintain the safety of all medications in a locked area.
- To ensure that all staff are trained as appropriate.

COMPLAINTS PROCEDURE

Stage One: Informal Complaints

- Parents/carers and other should raise complaints or concerns with the child's Form Tutor or Head of Progress – whoever is most appropriate.
- If a parent believes that the complaint or concern is more serious or sensitive please talk to one of the Vice Principals or the Principal, who will investigate, and then report back either in writing or, more usually at this informal stage, through a discussion with the complainant.
- All colleagues involved in informal concerns will keep written records, and will record the date on which the informal concern was made.
- Every effort will always be made to resolve the problem at this informal stage, including, possibly, the offer of a conciliation meeting.
- Complainants who remain dissatisfied at this stage will be informed that they have the opportunity to make a formal complaint.
- Individual complaints will not, at any stage, be heard by, or referred to, the whole Governing Body, as this could compromise the impartiality of any appeal or any disciplinary hearing against a member of staff following a serious complaint.

Stage Two: Formal Complaint

If the above is not sufficient to resolve the concern then a formal complaint should be made in writing to the Principal and/or Chair of Governors. The complaint will be dealt with in accordance with the complaints procedure agreed by the governing body and available on request from the College.

Other College policies can be found on the College website (www.cromwellcc.org.uk) or are available from the College Office.

Appendix 1

Cooper Pathway	Atkins Pathway	Darby Pathway
Core Curriculum (ALL PUPILS FOLLOW THIS)		
English Language and Literature Maths Science Double Award: Core + Additional Science or Applied Science (depending which is most appropriate for each pupil) OCR National ICT PE PSHEE Religious Studies/Citizenship Functional Skills		
Guided choices		
<p>Pupils will be guided to choose three GCSEs OR one Higher Diploma and one GCSE: If you are considering Higher Education, in order to meet the needs of the new English Baccalaureate you are strongly advised to include a Modern Foreign Language as one of your choices as well as either History or Geography.</p>	<p>Pupils will be guided to choose one vocational course and one GCSE OR one Higher Diploma and one GCSE.</p>	<p>Pupils will be guided to choose one vocational course and one GCSE.</p>
<p>Art and Design Design & Technology: Food Design & Technology: Graphics Design & Technology: Resistant Materials Design & Technology: Textiles Drama French Geography History Media Studies Music Psychology Spanish Sports Studies Triple Science and Statistics</p>	<p>GCSE OPTIONS Art and Design Design & Technology: Food Design & Technology: Graphics Design & Technology: Resistant Materials Design & Technology: Textiles Drama French Geography History Media Studies Music Spanish Sports Studies</p> <p>VOCATIONAL OPTIONS</p> <p><u>At Cromwell</u></p> <p>NVQ Hairdressing and Barbering and NVQ Beauty Therapy OCR National Health and Social Care OCR National Business BTEC First Diploma Public Services</p> <p><u>At Neale Wade</u></p> <p>BTEC First Diploma / Certificate Engineering</p> <p><u>At CWA</u> Performing Engineering Operations (Level 2) BTEC First Extended Certificate in Construction</p>	<p>GCSE OPTIONS Art and Design Design & Technology: Food Design & Technology: Graphics Design & Technology: Resistant Materials Design & Technology: Textiles Drama Music Sports Studies</p> <p>VOCATIONAL OPTIONS</p> <p><u>At Cromwell</u></p> <p>NVQ Hairdressing and Barbering and NVQ Beauty Therapy BTEC First Extended Certificate Public Services OCR National Health and Social Care OCR National Business</p> <p><u>At CWA</u> Performing Engineering Operations (Level 1) BTEC Certificate/Extended Certificate in Construction (Level 1)</p> <p>Princes Trust—Personal Development and Teamwork</p>
<p>Higher Level Diploma Courses Creative and Media (delivered at Cromwell) OR IT (Delivered at Neale-Wade) OR Society Health and Development (delivered at Neale-Wade) OR Hair and Beauty Studies (Delivered at CWA)</p>	<p>Higher Level Diploma Courses : Creative and Media (delivered at Cromwell) OR IT (Delivered at Neale-Wade) OR Society Health and Development (delivered at Neale-Wade) OR Hair and Beauty Studies (Delivered at CWA)</p>	
<p>Remember that the Diploma package includes: Principal Learning Functional Skills The Project You will need to pass all of these in order to achieve the full Diploma qualification, although each are standalone qualifications in their own right.</p>		