

18th December 2008

Mr Jed Roberts
Cromwell Community College
Wenny Road
CHATTERIS
Cambridgeshire
PE16 6UU

Assessment Date: 15th and 16th December 2009

Summary

Cromwell Community College is an inclusive college. Staff and pupils are friendly, welcoming and proud of their community and the place of the college within that community. It was seen as a strong and reliable institution, one to which many student's parents and in some cases, grandparents, had attended. There was a pride in the achievements of the college and college member's, which was universally seen as reflecting the work the college had put into providing for the community as a whole.

The college Principal is seen as driving improvements forward using the inclusion agenda as a robust platform. He is supported in this quest by a committed leadership team who have embraced the vision of the college and provide and manage the mechanisms of change. This cohesion within the college provides for the process to convert the vision into reality and by so doing, having a positive impact on the learner and all stakeholders.

The students at the college "provide examples of good collaboration, care and concern for others." (Ofsted 2008) and display a trust between each other and staff that is exemplary.

Students, regardless of their individual need, are comprehensively cared for and supported in all aspects of their academic, personal and spiritual development built upon the college's stated belief that all individuals have a right to reach their potential. The college's improvement plans and documentation reinforce this 'vision' and continues to seek new ways to provide and include, for all learners. The college is recognised as "Walking the Talk" and as described by one interviewee "It is a complete school, everyone is important, even if you do not attend this particular college".

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark. There are only minor areas requiring development and the school is aware of these.

I recommend that the school be awarded the Mark and be reassessed in 3 years.

Assessor: Derek Coe

Findings confirmed by Inclusion Quality Mark Ltd:

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Joe McCann MBA NPQH
Director of Inclusion Quality Mark

Context of the School and Sources of Data

Cromwell Community College is a 11 to 18 comprehensive, Humanities Specialist Status with English as the lead subject, serving the rural town of Chatteris and the villages of Benwick, Manea, Doddington and Wimblington. It is a larger than average secondary school with 1100 students and is part of the Fenland Partnership which supports enhanced opportunities for the students through shared provision.

The college has had on site provision for post 16 education since 2005 linked and in collaboration with Neale-Wade Community College and gained sixth form status 1st September 2008. At present year 13 have only twenty seven students and the Year 12 numbers have continued to rise . Pupils in the present Year 11 are increasingly looking to the college as their post 16 base choice.

The college has an average proportion of students with learning difficulties / disabilities and a small percentage who are ethnic minority groups with fewer than average speaking English as a second language. The social deprivation is seen as below the national average as is the percentage who claim free school meals. However, far fewer parents of the students who attend Cromwell have experienced higher education than the national average.

The college has achieved a number of awards. These include the Sports Mark, Financial Management Standard in Schools Award and Healthy Schools Award. It is a member of the Specialist Schools and Academies Trust and British Council.

Portfolio and Other Supporting Evidence

In addition to the completed portfolio, I collected supporting evidence from the Ofsted report (2008), Ofsted Review (2009) , the 2009 SEF, the College Improvement Plan and a wide range of documentation provided by the college including College Policies and Practice Documentation, Staff Handbook, School Learning Support Plan, Pupil Guides, referral documentation, attainment analysis, attendance analysis , Quality Mark Action Plan, Inclusion Update documentation, Behaviour Audit, Continuing Professional Development (CPD) documentation, Minutes of Teaching and Learning Committee, SEN, Assessment & Monitoring ,Governors Training, FFT Target Data, APP documentation Lesson Observation documentation, files of college achievements, access plan, survey summaries, Club activities, Student, Inclusion Pack, Gifted and Talented documentation, Anti Bullying documentation, Lesson Plans and examples of press cuttings.

A structured formal meeting cycle for the two day assessment was efficiently organised by Mr Chris Terry , Vice Principal (Pupil Performance) . These included, the Principal, Chair of Governors, Finance Governor, SENCO, Inclusion Lead and Head of Progress Year 10, Vice Principal (Teaching and Learning, Assistant Principal KS3), Assistant Principal (KS4), Assistant Principal (Curriculum),Head of Subject(History), Head of Progress Year 7, Head of Progress Year 11, Director of Post 16, Principal's Personal Assistant, Newly Qualified Teacher, Advanced Skills Teacher, Administrative Assistants, Connexions , Departmental technician, Student panels consisting of members of the Students Council, Prefects, House Captains, Year 7 to Year 11 students, previously disengaged students, Year 12 and 13 students and Parents. In addition to the above formal interviews a number of informal discussions took place with students, teaching and support staff. Telephone interviews also took place with a number of parents whose children had a range of needs, Primary School Partner Head teacher, Lead Secondary Consultant , CCC, Visually Impaired Service and EOTAS.

Throughout the assessment I had the opportunity to observe pupils leaving and arriving at the college. Observed pupils alighting and departing the college buses and those walking to and from the college site. During the assessment I was able to tour the college, both during lesson time and lunch periods, talk to pupils and observe pupil focused activities.

Element 1 - Pupil Progress

Strengths:-

- The college students in Year 13 achieved an increase of nearly 7% on the 2008 results.
- The college pupils achieved a figure of 49.5% 5A*-C (Inc Eng and Maths) in 2009 a rise of 7.5% .
- The college pupils achieved 89% 5+A*-G and an overall figure of 98.98% for 1 A*-G outturn.
- The college uses the examination outturn to inform future direction and departmental performances are evaluated against internal targets and national out turn which are then published and analysed.
- Ofsted reported February 2009 that “most pupils reach or exceed their targets in Year 9 tests.”
- Recent College Improvement Partner observation was that “leadership (in the college) at all levels is very focused on achieving 5A*-C (E/M) target”.
- The position of Head of Progress (HoP) is seen by all questioned to be a key role in the new leadership structure. The HoP was seen as having a clear grasp of the student data and provided invaluable advice to the college on intervention strategies.
- Evidence supported the view that pupils knew their targets, especially in English and Maths, and at what level they were working.
- Structured diagnostic reading tests of all pupils are used effectively to identify need and inform action. These include Reading workshops and small group workshops. Pupils questioned felt these did help them considerably.
- As part of the remodelling agenda the college has ‘refocused’ the Heads of Year positions to Heads of Progress. This was not seen by those questioned as simply a change of semantics but a real drive for ‘improve Achievement for all’.
- The college enjoys strong links with partner primary colleges which is used effectively to augment pupil groupings based primarily on friendship groups; both pastoral and academic groups.
- The college has recently introduced as the Key Stage 4 platform a comprehensive Pathways programme. In an effort to ‘include’ all pupils the college have structured three pathways, each specifically designed to offer a curriculum programme that will engage and develop the individual pupil. As part of the inclusion agenda the pathways were not given either numerical or alphabetical labels as this could suggest elitism or value, instead the college chose to name the pathways after previous Principals without any notion of hierarchy.
- The college sets itself the challenging targets generated by FFT D and regularly monitors the progress and development of the pupils. When questioned pupils understood the target setting regime and where they were in relation to their individual predictions.
- AfL was seen to be used with great effect in all areas of the college curriculum.
- FFT ‘live’ data was seen to be used effectively to support and inform pupils in the difficult Key Stage 4 pathway selection process.
- All staff questioned believed the IEP’s were comprehensive and were used to benefit and include all pupils in the learning process.
The pupils felt the college staff (teaching and support) understood their individual needs and worked hard to help them achieve their potential

Areas for development:-



Assessment Report by IQM



- There are no additional significant areas of development outside the college IP.
- Continue to target the intervention strategies to drive up standards.

Element 2 - Pupil Attitude, Values & Personal Development

Strengths:-

- Ofsted noted that the students had “supportive roles around the school, arts performances for the community, charity work, provide examples of good collaboration, care and concern for other” (November 2008)
- The local manager’s report recognises that the direct involvement of the leadership team and the resultant good communication has had an effect on the attendance procedure and this is strength of the college. Evidence would support the belief that the system works effectively to continues to improve attendance
- All the pupils questioned understood the importance of the work they were doing in the classroom and the college in general. They continually emphasised their appreciation of the teachers and support staff.
- Throughout the assessment, pupils were observed between lessons, movement time and waiting for break and lunchtime. During these times hey were seen as orderly, patient and polite.
- Evidence throughout the Assessment indicated a calm learning atmosphere with, all pupils observed, positively engaged in their learning and leisure activities.
- The College’s Schools Council is seen as an important forum for the continued development of the ‘pupil voice’ within Cromwell. Pupils are encouraged to take an active part and become involved at all levels including aspects of the staff appointment procedure.
- Cromwell College has deliberately augmented clear policies on all aspects of inclusion and continues to consider and update as a matter of principle. When questioned, the college’s focus on inclusion and the policies and practice being employed were understood by all members of staff interviewed.
- All the pupils interviewed felt that the behaviour in the college was good and they felt safe and secure. When issues of bullying arose they felt confident in using the offices of the College Anti Bullying Programme and like the way other pupils were involved in the process.
- Student’s views are encouraged and their opinions have been used by the college to inform change and assess impact. An example can be seen in the introduction of the Healthy Eating Programme.
- During the assessment the behaviour on the corridors and during break and lunchtime was observed to be calm and orderly. When approached students responded positively and politely.
- The college behaviour policy into practice was understood by all those questioned and the consequences of not adhering to the agreed behaviour model also understood. When chastised for misdemeanour it was observed the pupils immediately responded in appositve manner, listened and acted.
- The college leadership are increasingly interrogating the behaviour audits to ascertain any cause and effect. This is being used to inform future change and increase the positive impact.
- The evidence supported the belief that the pupils are well supported by the college through the offices of the support and the teaching staff.
- Specific targeted college intervention strategies were seen to be effectively used to engage ‘at risk’ pupils.

- The college students expressed a strong belief that the college had a well-developed anti-bully programme. Those questioned felt it did influence the process and that their involvement had been beneficial.
- The college is exploring the process of expanding the student council by becoming a part of the Fenland Youth District Council. This funded programme will offer the opportunity for Cromwell students to regularly meet and discuss issues with members from other Fenland schools.
- The college provides an extensive range of activities to which students are encouraged to attend. During the assessment the students were observed being enthusiastic and involved, regardless of their socio-economic or cultural background.
- The college has a number of positive strategies to support the pupils in their spiritual, moral and academic development. These were recognised by pupils and parents as being of major importance and helped show the concern the college leadership have in providing a safe, secure and productive centre.
- Transition arrangements are well-developed with a clear dialogue between the college and the partner primaries. Early identification of needs in Year 6 and the use of intervention programmes to support them, plus strong subject links and induction arrangements are managed by the transition team which ensures a secure start for Year 7 entrants. This process provides a robust platform for the 'extension'/ inclusion work such as the Reading groups

Areas for development:-

- There are no significant areas for development.
- Continue to develop the platform for increasing and extending the student voice.
- Consider extending the post 16 volunteer programmes into the main student body of the college, particularly KS4

Element 3 - Leadership & Management

Strengths:-

- The Principal is seen driving the improvements forward for the college and providing a climate that encourages others in the Leadership team to develop.
- The Principal sees teamwork is seen as a key platform of motivation and professional development. This approach is having an impact as a recent College Improvement Partner noted that “Teamwork is strong and leadership also includes heads of department and head of progress for Year 11”.
- The Documentation and other evidence, supports the belief that the college Leadership Team have a corporate vision for the inclusion agenda. This has been considerably aided by the work initially undertaken by the Inclusion Working Party.
- During the assessment all the Leadership Team demonstrated a commitment to the principle of inclusion for all and recognised the complexity of such a vision being translated into action.
- The appointment of an Inclusion Lead is an indication of the focus on the inclusion agenda. This position has enabled the college to develop systems and practices that will provide the engagement strategies to be effectively employed and implemented. As an indication of the importance placed on the position, it is now a seconded post on the SLT.
- There is a clear commitment to inclusion from all elements within the college and was seen as explicit within the college’s aims and manifested through its action.
- The college delivery systems are built around the comprehensive portfolio of policy documents that support its inclusive ethos that are constantly being evaluated for improvement.
- The SENCO ensures the distribution and maintenance of the SEN register. This is distributed to all staff and information on any pupil with concern is available to teaching staff. This is seen as effective, efficient and inclusive. Information is also readily available on the colleges ICT , intranet Q drive folder for teaching and support staff.
- The key roles of the support staff are understood and appreciated by all members of staff interviewed.
- The CPD programme is seen as a vital tool in the college’s inclusion armoury and used to inform and direct resources.
- Staff are encouraged to become members of the colleges active working parties. Those questioned felt the provided a good platform for debate and help drive improvement.
- Systematic lesson observations are used to support teachers and faculties and are well understood by staff. Those questioned staff expressed the view that the observations were helpful and professional and enabled them to share good practice.
- The Governing Body is fully involved in and committed to inclusion and takes an active part in the college.

Areas for development:-

- There are no significant areas of development

Element 4 - Staffing System & Organisation

Strengths:-

- Evidence supported the view that the inclusion agenda is central to the recruitment and selection process of the college and is seen as an important part of the induction procedure.
- The Leadership of the college encourages all staff to have a 'voice' in inclusion matters at all levels and welcomes active dialogue with all.
- Appointments to the college are well structured and encourage all stakeholders to take an active part. Pupils are a key element within this process and those who had been involved felt their voice was heard and their opinions considered. However, they also recognised the professionalism of the post and that although they had a voice, it had to be measured. This mature approach to the process indicated the sophistication some pupils had developed through their involvement in the process.
- The college is seen as making valuable use of all external staffing resources available. All those questioned felt that the college welcomed their input and acted in the best interests of the students and parents/carers.
- The college uses their data effectively to inform and support pupil needs, anticipate need and inform support.
- The commitment to team working is demonstrated throughout the college organisation. The SLT encourage staff to take an active part in a wide range of 'teams' as this is seen as a positive platform for the inclusion agenda.
- All meetings of staff are viewed as professional development opportunities and inclusion is a standing agenda item and supported by the proactive and conscientious CPD co-ordinator.
- A well-developed Performance Management (PM); Quality Assurance (QA) process, is in place that includes observation of every teacher. The evidence supported the positive response by staff to this practice and the benefits it brought to the college.
- Formalised monitoring and informal observations are used by the college to inform present impact and level. The information is seen as then being professionally shared and used for personal and professional development.
- Induction training is provided for NQTs and newly appointed staff and regularly reviewed

Areas for development:-

- There are no significant areas for development

Element 5 - The Learning Environment

Strengths:-

- The reception area is restricted by the building design and access to the reception staff is through a glass panelled hatch; however the college has endeavoured to provide a pleasant waiting area for visitors adjacent where visitors could sit and wait comfortably
- The reception staff are approachable and courteous and gave a sense of being welcomed to the college.

- The assessor was correctly asked for his CRB form and identification in a polite and courteous manner by the College Principals PA, before the assessment could begin. Reasons for the request and the importance of it to the college was well explained and outlined, creating an atmosphere of trust and understanding.
- The displays were seen throughout the college buildings. These were focused on pupil work, college activities and community.
- The sixth form common room is well used and seen as a 'haven', 'second home' and 'chill out'. The efforts the college has put into providing an environment that enables the sixth formers to feel welcome can be seen however, it is recognised
- The college uses the signage as a valuable tool in their inclusion agenda by using key languages spoken within the college to indicate rooms and areas. This was well received by some parents questioned as it appeared to be "sending me, a stranger, the message that thy wanted me to see my language was important".
- The fabric of the original 1930's building is 'tired' however it is good repair and well decorated. The college has been proactive in maintaining the decoration as the leadership feel it reflects the importance they place on the comfort and environment for their learners.
- Newer buildings are well maintained and pupils were observed in the 'recreational areas' at break times, lunch and between lessons. These areas had well maintained seating and refuse bins adequately placed which many pupils were using to dispose of their litter.
- The college was very proactive in enacting a mobility audit before the arrival of any visually impaired pupils. This enabled the college to highlight areas to be managed in a different way and areas that required alternatives. This process was used very effectively by the school to instigate a Peer Awareness Raising Programme' delivered through the offices of the visually impaired Service. At the moment all pupils from Year 7 to Year 10 have had the opportunity to experience the programme.
- Information was clearly marked, easy to read. Tasks, achievements and expectations were displayed at all key points supporting the ethos of the college. The inclusion of two flat screen televisions with continual streaming of events, achievements and notices were seen by all questioned as being an asset to the inclusion agenda.
- Most classrooms were inviting and had a quiet calm atmosphere which reflected the general environment throughout the college.
- The key areas of the college were open, and welcoming with all pupils engaged both during session times, at break, lunchtime and after college.
- The ICT suites were enthusiastically requested by pupils and sixth forms. They were observed being used extensively throughout the assessment.
- The college leadership is committed to using the BSF programme as a robust platform to providing a more inclusive and accessible range of learning styles for the individual students in their care.

Areas for development:-

- There is no significant areas for development
- Continue to gather information and material on school buildings that have been completed and investigate the impact of design on the pedagogy and the pupils 'inclusion' in the learning process.

Element 6 - Teaching & Learning

Strengths:-

- The college had restructured the senior leadership team and expanded the vertical roles. This has enabled a focused examination of the issues that could drive the college to accelerate the Teacher and learning agenda and is seen by all questioned as having a
- Ofsted monitoring review in December 2009 recognised that the recent reorganisation of the leadership team had had a positive effect on individuals 'grasps of their areas of responsibility'
- The college has made a specific effort to see the process and Learning and teaching , in other words the learning drives the teaching
- Individual student performance and student groups are systematically reviewed, observations relayed and discussed and action decided. All questioned felt this process was well understood and had had a impact on the delivery systems in the college over the last two years.
- All teachers are required to plan lessons using an agreed format that includes how work will be differentiated.
- The college actively utilises the LA's strategy consultants to help raise the profile and impact of the teaching and learning agenda. This is seen as having a positive effect on the delivery of lessons within the college not only in the targeted subjects but cascading into the whole school delivery system.
- The college uses the training programme to drive initiatives for improvement in teaching and learning. External contributors are seen to be used to great effect by all those questioned.
- Assessment for Learning, using data understood by all staff questioned, is a key element in the colleges drive to provide a 'personalised' learning platform. The APP agenda is also seen as providing the mechanism to aid in the college's improvement agenda.
- The pupils interviewed indicated that they knew where they were with their learning and that the teachers and support staff were willing and able to help them when required.
- The parents interviewed felt that the college provided good teaching and learning. This can be evidenced in the 2008 Ofsted statement that "parents who expressed a view to inspectors were overwhelming supportive of the school".
- Parents were eager to support the parents evenings where they felt they were given accurate and honest views of the children's performance and ability. There was a belief that when help was offered and support given it was correct and welcomed.
- The college has used lesson observations in a structured way and these are used to inform on the teaching and learning.
- All departments have good access to the schools five dedicated computer rooms, these were observed to be used extensively.
- Transition arrangements are seen by primary partners as very strong and well established.
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- Areas for development:-
- There are no significant areas for development that are not specified with in the college SDP and Action Planning.

Element 7 - Resources & ICT

Strengths:-

- Each department within the college is given a capitation budget established through an agreed and understood formula funding procedure. The department is then charged with providing from this fund to enact their departmental development plan which must reflect the aspirations contained within the College Development Plans, SDP.
- The SEN resources are seen as being well managed and directed by the SENCO. He ensures the statutory requirements are maintained and that teaching Assistants (TS's) are directed to point of need. This is regularly reviewed.
- It was observed that there was effective use of the ICT whiteboards in classrooms where they had been installed. The college has aspirations to extend this facility either through the BsF programme or from their own budget.
- The college uses the 'Best Value System' to ensure that its resources are correctly purchased and then utilised to the best advantage of the pupils
- Pupils and staff questioned expressed the view that there was a good level of ICT availability and the support offered was good. The introduction of five dedicated computer rooms was seen as a positive move that enabled a more inclusive curriculum to develop as access to ICT increased.
- ICT is a core subject at both key stages.
- Pupils felt there were a number of opportunities to use ICT to support their learning, especially for coursework and investigation, and this helped in developing their independent learning skills. This was particularly important to those pupils who had restricted or no internet access at home.
- The introduction of the flat screen notice board in two areas of the college has provided another medium of information. At present the college is considering extending this facility.
- All departments within the college have support staff allocated to them who are seen as invaluable in the college drive to improve and provide adequate provision for all.
- The college uses a raft of curriculum resources and department foci to include pupils in all years, life skills programme, Smart skills programme, Youth award and Princes Award to mention a few.

Areas for development:-

- There is no significant areas for development
- Consider avenues to engage those high proportions of student homes not on the broadband network.
- Continue to explore the development of a 'parent portal' and ICT based activities for parents and families.

Element 8 - Parents & Carers

Strengths:-

- Parents questioned whose children have had, and some who continue to have, problems, were very supportive of the college and the work staff had done to help their children with a multitude of problems.
- Evidence supported the belief that the parents felt that they were fully consulted and involved in decision making related to their child and that this continues to improve.
- The college uses the regular parent questionnaires to inform the leadership of the perception and impact any of the college practices are having and to evaluate the positive impact.
- Regular academic evenings are provided for parents, these include, Pathways evenings (to outline KS4 curriculum pathways programme), Report and feedback parent evenings (to give detailed subject based information of their children's performance) and Interviews following any intervention action.
- The college has established a number of parent involvement schemes to provide a raft of information rich sources. This has been developed with the clear intention to create a positive inclusive partnership with the children's needs at the core.
- Parents felt they are kept well-informed by the college of their children's progress and needs. It was seen to be a very positive process and one in which they felt an equal partner.
- They felt included and able to communicate with key members of staff when the need arose. Particular praise was given to the SENCO, the SWITCH and PUS support staff who were seen as giving their time 'freely', 'without cost' and ' as a friend'.
- Parents were very appreciative of the support they had received in dealing with their children at home and preparing the ground to enable their children to access the full spectrum of the education offered at the college.
- Any issues that arose were seen as being dealt with promptly and effectively. Crucially the belief they were always included in the process was the key to any success.

Areas for development:-

- No significant areas for development
- Continue to explore the establishment of parent based activities presented through the comprehensive college questionnaire process.

Element 9 - Governors, External Partners & Local Authority

Strengths:-

- The governing body has one vacancy for Parent Governor this has only arisen through the appointment of a Parent Governor to a Co-opted. The college Governing Body is going to actively seek to appoint a new Parent Governor in the New Year.
- The Governing Body Chair was the Head of the Fenland PRU and as such has a very good working knowledge of the educational systems within Cambridgeshire. Her input is seen as invaluable as is the experience of all the Governing Body.
- The Governors felt the communication levels are excellent and that well informed debate takes place at each Governors meeting. Those questioned believed the

Principal's reports were detailed and relevant and that he was at all times willing and eager to expand his report.

- There is a designated SEN Governor who is seen as proactive and whose observations and actions are seen as a vital part of the inclusion agenda.
- The college has strong productive links with local colleges of FE and partner Fenland schools. This has been a key factor in the continuing drive to provide a wider curriculum base for the children of the Fens. The Principal is seen by all questioned as a committed educationalist whose vision is to include for all students in the area not simply those who attend Cromwell Community College.
- The college has an open-door policy to governors and the governors questioned felt that they were made to feel welcome and that their views were valued.
- All the staff interviewed (teaching and support) felt that the college receives excellent support from their governors and feel confident in their judgements.
- The support received by the college from the LA SNS consultants is seen as providing a new dimension to the process and that is invited and valued by the college leadership.
- Inclusion is seen as the 'backcloth' to all meetings and one that is intrinsically used as a measure of all decisions, especially those influencing pupil performance and provision.
- There is an induction programme for new governors.
- The college has very well-developed relations with a raft of external agencies, who saw the colleges programmes as 'exemplary, "ground breaking", "strong" and "reliable"'.
- The college was the lead college in the development and the delivery of a 'Fenland', Creative & Media Diploma.
- The entire external agency co-ordinators questioned expressed their support for the college and highlighted its effectiveness and commitment.

Areas for development:-

- No significant areas for development.

Element 10 - The Community

Strengths:-

- The school is seen by all questioned as having a central role in the community, educationally and pastorally.
- The school is actively involved in the local and international community and has been proactive in extending its facilities and expertise. It uses the facilities to engage and uses regular feedback to support activities.
- The college is seen as an important part of the community, one that provides activities and space to enrich the town. Within the community the students were seen as “polite”, “respectful” and “trustworthy”. If issues did arise members of the community questioned felt they could approach the college and that their concerns would be considered.
- The observation of pupils arriving and leaving college, by foot or by car or bus, was of orderly, calm and positive students.
- The college engages the community whenever possible and is comprehensive in offering its facilities.
- The college has nurtured a wide range of links with local businesses.
- Community partners, such as local residents and business's, were supportive of the college and the attitude of the pupils.

Areas for development:-

- There are no significant areas for development
- Utilise the opportunities through BsF programme to extend facilities to enable greater use by the community.

Summary

Cromwell Community College is an inclusive college. Staff and pupils are friendly, welcoming and proud of their community and the place of the college within that community. It was seen as a strong and reliable institution, one to which many student's parents and in some cases, grandparents, had attended. There was a pride in the achievements of the college and college member's, which was universally seen as reflecting the work the college had put into providing for the community as a whole.

The college Principal is seen as driving improvements forward using the inclusion agenda as a robust platform. He is supported in this quest by a committed leadership team who have embraced the vision of the college and provide and manage the mechanisms of change. This cohesion within the college provides for the process to convert the vision into reality and by so doing, having a positive impact on the learner and all stakeholders.

The students at the college "provide examples of good collaboration, care and concern for others." (Ofsted 2008) and display a trust between each other and staff that is exemplary.

Students, regardless of their individual need, are comprehensively cared for and supported in all aspects of their academic, personal and spiritual development built upon the college's stated belief that all individuals have a right to reach their potential. The college's improvement plans and documentation reinforce this 'vision' and continues to seek new ways to provide and include, for all learners.

The college is recognised as "Walking the Talk" and as described by one interviewee "It is a complete school, everyone is important, even if you do not attend this particular college".

Assessor: Derek Coe

Date: