

Name of school:	Cranford Community College
Peer assessor:	Clare Foster
School colleague/s:	Veronique Gerber
Peer assessment date:	20 th July, 2010

School context:

Cranford Community College, a specialist language college, serves a local community that is very diverse, socially, economically and culturally. The overwhelming majority of the students are from minority ethnic heritages. Most have a home language other than English although few are at the very early stages of learning English. The proportion of students eligible for a free school meal is almost double than nationally but the number of pupils with learning difficulties and disabilities is above average. Numbers in the sixth form are augmented yearly by a significant proportion of students joining the school for the first time in Year 12. The school is oversubscribed but more students than is typical nationally join or leave the school at customary times of the year. (Ofsted, 2008)

Key strengths of the school's work:

- Cranford Community College demonstrates a clear commitment to the promotion of cultural diversity and equality, as highlighted in its Mission Statement and Equality Policy. This ethos is embedded throughout the school; stakeholders state that “Cranford stands shoulders high than other schools in terms of integration”, “everyone is like one” and that the school takes actions “beyond the call of duty” to ensure that all students are able to play a full and active part in school life. There is a clear sense of belonging with students, parents, staff and community members warmly describing Cranford as a ‘family’.
- Displays are used imaginatively and effectively to promote the multicultural nature of Britain and an understanding of cultural diversity at local, national and international levels. The promotion of positive behaviour is supported by displays of the 3 Cranford Rights across the school and the zoning signs: learning zone, calm zone and recreation zone. The school makes clear its zero tolerance approach to bullying and racism and communicates this through a range of media. Parents and students have reviewed the school’s anti-bullying policy and there are comprehensive action plans in place to ensure the school meets its equalities duty. Racist and bullying incidents are rare and the school has clear policies and procedures to ensure that any incidents, if and when they occur, are dealt with immediately and effectively. Students spoke very highly of Cranford Community College stating that it was inclusive, welcoming and harmonious and that it worked hard to ensure all

students had a sense of belonging and a strong sense of identity. The recent Year 7 parental and student surveys support this view.

- Student Voice at Cranford is highly valued and effective. Students articulately expressed how they had challenged the school to move beyond student consultation – “don’t just consult with us, let us do”. The School Council, Student Voice Conference, Student and Staff Conference, amongst other forums, empower students to impact on the life of the school and its wider community; as one student commented, “I feel very proud that I did something for the school and my community”. Students highly value the variety of opportunities provided in order to challenge each young person to achieve their potential, to enhance their personal development and well-being and to develop their spiritual, moral, social and cultural skills. Students demonstrate a clear sense of identity, self-worth and have high aspirations for their future. As one student commented, achievement at Cranford is “not about comparing with others, it is not always about being the best in that area – it is about the progress you make”.
- RAISE online data indicates that all groups made at least good progress in terms of CVA KS2-KS4 over a three year period (2007 and 2009). Many progress rates are sig + with none sig – in 2009; the trend is upwards. CVA for all groups is sig + and attainment by group, based on APS, show all students making at least good progress. There has been no sig- over the last three years. GCSE results over a three year period similarly show a fast and improving trend. The school consistently tracks student performance with a range of targets and strategies being implemented to raise achievement for identified groups and individuals causing concern. School data indicates that Indian and Pakistani students continue to do well and Somali and white/ Gypsy Roma Traveller students are narrowing the gap in core subjects and across the school at KS3 and KS4. The school enjoys an annual increase, around 10%, of Somali and white students staying on in the sixth form and progressing to higher education.
- There is strong evidence to demonstrate the teaching and learning of cultural diversity and equality throughout the curriculum, whilst also promoting shared values and an awareness of human rights. Department Excellence statements and Schemes of Work explicitly include cultural diversity and equality objectives; students are able to develop empathy and are given insight into the lives of people from different backgrounds – through literature, other media and personal contacts. They are encouraged to recognise and respect how people see things from different viewpoints and are given numerous opportunities to discuss sensitive and controversial issues within an atmosphere of respect. Since 2006 the school has ensured that Community Languages have parity with European Languages and are taught within the main curriculum. Cranford provides a wealth of opportunities for students to enjoy cultural and creative experiences that reflect and celebrate the UK’s increasing diversity. Visitors and speakers are used effectively and the pastoral programme makes a significant contribution to the promotion of cultural diversity and equality at the school. Active citizenship is a key feature of the curriculum; through the Cranford Active World Citizenship Award, the school aims

for all students to serve the community through completing at least nine challenges during Years 7 to 13.

- Cranford Community College uses a number of different methods to communicate its vision of inclusion and diversity to its community. The school brochure reflects the rich diversity of Cranford as does the Cranford Review, school DVD and its International School and Language College status. The school song, written and performed by students, celebrates the cultural diversity of the school in its lyrics and epitomizes the school's vision of 'Excellence in all areas'. Numerous activities, which include the biannual multi-faith event and community carnival similarly reinforce the school's ethos within its local community.
- The school has established strong and effective links with key ethnic minority community organisations to address barriers to learning and to actively engage with the local community. Cranford is known nationally as an example of good practice for its collaborative work with the Traveller Education Support Service having led a pilot research study on raising the achievement of Gypsy Roma Traveller students for the National Strategies between 2006 and 2009. Other equally successful partnerships include the faith sector, with links to Hounslow Friends of Faith, AFAN (All Faiths And None), the Ethnic Minority Consultative Group and SACRE. Cranford also hosts the Borough's Initial Language Unit (ILU) on the school site and has established effective links to support refugees and asylum seekers within the community; students are taught intensive English and life skills before being integrated into mainstream schools.
- Cranford does much to engage parents and the wider community with school life, an example being the engagement of the Somali Community. Cranford hosts annual Somali parents' evenings and contributes to the annual local authority's Somali Parents' Information Day. In response to parental feedback the school provided Saturday Literacy classes for Somali adults; with the assistance of the Somali family support mentor and the Parent Support Advisor for the extended school cluster, this work continues to thrive and engage many families. The school's EAL teacher is a well-known researcher in Somali affairs and an author of many books and reports on the community; he currently teaches and examines students for the Somali ASSET course (GCSE equivalent) whilst simultaneously undertaking his PhD work in Raising Somali Achievement.
- The school consults parents on key policies at least once a term. Recent consultations have included the uniform policy, Foundation Status and the anti-bullying policy with workshops being led by SLT members at parents' engagement evenings, the use of website and on line questionnaires. As a result of parental feedback the school has changed the format of parents' evenings to include more information and interactive workshops; it has also changed the whole school detention system. Parental attendance at events is high with personalized follow-up contact being made to those not attending academic events. Home visits are a feature of the school and effective partnership with the Early Intervention Team and translation of materials into home languages ensure that those deemed to be 'hard to reach' are engaged with the school and their child's education.

- All staff have an awareness of, and commitment to, promoting equality and diversity at Cranford. This is demonstrated through the taught curriculum, professional development opportunities, job descriptions and its recruitment process. The school's workforce increasingly reflects its community and staff from all ethnic groups are encouraged into leadership roles through Leading from the Middle and 'Investing in Diversity' courses. Students report feeling safe, respected and relaxed in the company of staff and other adults. Staff members are viewed to be approachable and able to deal with issues sensitively and confidentially. All members of the Governing Body have attended equalities training through the local authority and fully support the work of the school and the provision of opportunities to promote understanding, inclusion and acceptance of those of different cultures, beliefs and languages.

Evidence summary:

Standard 1: Ethos	Achieved
A. The school environment, including displays, reflects the multicultural nature of British society and the school (when applicable).	
B. There is none or very little evidence of racist and bullying incidents. Zero tolerance of racism and bullying is stated in school policies and there is monitoring of racist and bullying incidents as part of normal school procedures.	
C. There is no racist graffiti in the school. If, or when, it occurs it is removed within 48 hours.	
D. Students have a strong role in supporting cultural diversity and equality through Student Voice channels and school events. Students work and play together in a supportive and harmonious environment.	
E. The school ensures that the food available in the school reflects a diversity of cultures and religious sensitivities. This is also reflected in school uniform and other relevant aspects of school life such as school holiday times as appropriate.	
Standard 2: Achievement	Achieved
A. All pupil groups* within the school are making at least good progress over time in terms of their prior attainment.	
B. There is a robust process in place to analyse achievement data by ethnicity, gender, free school meals (FSM), Special Educational Needs (SEN), Gifted and Talented (G&T), English as an Additional Language (EAL) and Looked After Children (LAC) which results in actions to raise achievement and narrow the attainment gap of key groups where necessary.	
Standard 3: Curriculum	Achieved
A. Cultural diversity and equality objectives are built into all subject curriculum planning documentation.	
B. The curriculum across all subject areas and in different key stages includes a qualitative focus on cultural diversity and equality.	
C. The pastoral curriculum (form tutor programme and assemblies) includes a qualitative focus on cultural diversity and equality.	
D. The Personal, Social and Health Education (PSHE) programme has a strong focus on exploring and promoting students' own cultural identities and developing inclusive values, such as acceptance and respect of others.	
E. The Religious Education (RE) programme promotes acceptance and understanding of different faiths and cultures.	
F. The Citizenship programme has a strong focus on exploring diversity within the community to promote cohesion.	
Standard 4: Parental/carers engagement and community role	Achieved
A. The school makes clear its positive view of cultural diversity and equality to parents/carers and the wider school community.	
B. Events and performances open to parents/carers reflect a culturally diverse range of music, drama, art, history	

and other aspects of the curriculum.	
C. The school has developed good links with ethnic minority community organisations/groups including religious and/or refugee support organisations. Community links are sought to reflect the nature of the school.	
D. The views of all parents and carers of all cultures are sought by the school and responded to.	
E. Parents/carers of all cultures are fully involved in partnership with the school to support students' learning and development.	
F. Interpreters and translators are used when appropriate at parental interviews and school events.	
Standard 5: Staff and Governors	Achieved
A. All teaching and support staff in the school have an awareness of and commitment to cultural diversity and equality. This is reflected in interactions with students and their knowledge of the culture, language and religion of all groups in the school community.	
B. Recruitment procedures and induction process for new staff include a focus on cultural diversity and equality.	
C. The school takes positive steps to provide appropriate role models for all groups of learners through reflecting on its profile of staff and governors and addressing inequality accordingly.	
D. The governing body acts as a 'critical friend' to the school on cultural diversity and equality and is fully committed to combating all forms on inequality.	
Standard 6: Specific projects and/or innovations	Achieved
The school is active and innovative in promoting cultural diversity and equality.	
Overall Level of Award:	Gold

Strategies the school has identified for further developing this work:

- Cranford Community College is eager to further develop its excellent work in promoting equality and diversity.
- The school aims to investigate leading its primary schools through the CDQS.

Clare Foster, Kate Birch and Carole Portman-Smith

Peer Assessors

22nd July, 2010