

Name of school:	Cranford Community College
Peer assessor:	Kate Birch
School colleague/s:	Ms Charlotte Meek
Peer assessment date:	15th December 2010
Level of Award Achieved:	DIAMOND

Cranford Community College achieved the Cultural Diversity Quality Standard Gold Award on 20<sup>th</sup> July 2010. Since then, the school has demonstrated sustained and enhanced progress in each of the Standards and has made further progress in narrowing the achievement gap between learner groups; therefore it has successfully achieved the Diamond Award. Cranford Community College is the 10<sup>th</sup> school in the country to achieve the Cultural Diversity Quality Standard Diamond Award.

### Standard 1: Ethos

Cranford remains fully committed to promoting cultural diversity and equality for all. Multi-cultural displays continue to be used around the school. The school has continued to support Muslim students during Ramadan and still provides weekly prayer meeting facilities. Recent publications such as 'The Cranford Review 2009-2010' and the ILU brochure show the school's commitment to the local community. These publications include celebrations such as 'The Big Bash' ADT event, Languages Excellence evening, Charity champions and the school production "Totally over you". The school uses its presentation evenings as another way to promote cultural diversity. A recent presentation evening was attended by local VIPs and their guest speaker was Sanjeev Bhaskar, an ex-student who is now an internationally renowned actor and writer. In recognition of the school's hard work a member of the governors suggested applying for an equality award called Accord. The school has recently submitted an application and is awaiting the result. This reinforces the commitment of the whole school, including the governors.

## **Standard 2: Achievement**

Cranford continues to ensure that all its students are able to achieve their potential. The school has maintained very good results, despite demographic changes and an increase in mobility. This indicates the hard work of the school in narrowing the achievement gap and ensuring all students achieve.

RAISEonline (unvalidated) for 2010 shows that all groups continue to progress very well. 2010 results for Cranford were their highest ever with 83% 5A\*-C. Very good progress was made by EAL students, Pakistani, Black Somali, FSM, SEN, LAC and attainment by groups significantly increased. Somali performance improved as a result of project work.

## **Standard 3: Curriculum**

Cranford Community College continues to embed opportunities for cultural diversity within its curriculum. Lesson planning, Schemes of Work and strategic planning all consider opportunities for enhancing community cohesion and celebrating diversity whilst challenging student perceptions. The international dimension of the school is becoming increasingly important. Incorporating the international dimension into the curriculum has supported the cultural heritage of teachers, learners and the community and has led to positive learning across the school. In recognition of this the school has achieved the International School Award for the 5th time in August 2010. The international work continues to grow through improved links with a partner school in China and establishing further links with Asia, South America, Africa and the Antipodes.

As a specialist language college Cranford is also committed to raising standards of achievement and the quality of teaching and learning in languages. Over the last two years there has been an increase in Modern World Languages (MWL) results in 2009 and 2010, with 54% A\*-C and 56% A\*-C. The quality of teaching and learning within MWL continues to be a priority. Visits to the continent of Europe have continued to be offered by a range of curriculum areas. MWL are currently investigating the possibilities of post-16 work experience abroad, outside the UK (to support the current curriculum) and further afield (South America, China and India). In addition to Urdu and Punjabi Cranford now offer students Mandarin and Somali lessons as an option within MWL. This has been hugely successful in engaging students while valuing community languages.

## **Standard 4: Parent/Carer and Community Engagement**

Cranford Community College has continued to prioritise communication with parents. Since gaining the Gold Award the school has continued to celebrate their cultural diversity. This can be seen in the numerous events that are held at the school for staff, students and parents. These events include open evening, presentation evenings, science excellence, multi-faith events, EID & Diwali events, 'Big Bash', Charity events: 'Jeans for genes', Pakistan appeal.

The school remains at the heart of its local community and continues to develop and strengthen links. Being involved in the development of a Tamil exam accreditation is a huge recognition of the school's commitment to its students. The accreditation, which can now be taken in school, is a GCSE equivalent and is internationally recognised.

The school has many other community links which have been established and maintained to support the increasingly complex needs of the students. These include working with Afghani Academy to track and monitor Afghani students' progress and 'West London Impact', an organisation set up to support students at risk.

#### **Standard 5: Staff and Governors**

Since gaining the Gold Award for CDQS, Cranford has continued to be committed to promoting cultural diversity and developing a staff team and governing body that reflect the diversity of the school. The school is also committed to ensuring that all levels of the school share the same vision. The induction programme continues to include the visions and values of the school. As part of this the school recently provided a tri-lingual induction for Polish cleaners and Asian catering staff. This session promoted the school's commitment to celebrate the global dimension and cultural diversity.

Cranford values and celebrates continual professional development. To develop this, the school now offers both teachers and support staff funding for education and training; such as the Higher Level Teaching Assistant course and MAs in education.

#### **Standard 6: Specific Projects and/or Innovations**

Cranford Community College continues to embed and enhance equality and diversity in all its activities. The school delivers the themes of community cohesion through the quality of its provision, the promotion of equity and excellence, and through the engagement of students with the school ethos and its community.

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Wednesday 15th December 2010