

Assessment Report Inclusion Quality Mark

Name of School:	Rosedale College
Executive Principal:	Clive Neathey
Associate Principal: (IQM Coordinator)	Joanne Harper
Date of Assessment:	17 th and 18 th June 2009
Final Assessor:	Christopher Chivers (HMI)

Summary

The over-riding impression given by Rosedale College is that people matter. This is not a school which pays lip-service to the wording, so allowing it to become a cliché or working to stereotypical formulae. Clear thinking is at the heart of the College. It is a place where needs are identified and where many dreams are enabled to be realised. The College nurtures, challenges and supports students and staff to strive to achieve at the highest possible level. It is also prepared to fully open its doors to visitors. In every part of the College one encounters staff and students who exude happiness and openness, borne of self-confidence and an active interest in others.

This has not always been the case. One gets the impression that the College has endured many painful moments and has had to live through a long period where its profile was very low in the community, impacting on student performance and behaviour.

The College has managed a significant transformation over the past five years, largely by writing its own development script, based on more child-centred approaches. Initiatives are very carefully considered within the whole philosophy, supporting a very focussed improvement agenda. This is a school with a very strong learning culture. The College is working steadfastly towards a more personalised learning agenda, with staff fully committed to ensuring that children receive the best possible education that the College as a body can provide, within and outside school hours. Staff members make themselves available in the evening and weekends as well as providing opportunities during holidays. This is very much valued by the students, who have respect for their teachers, their commitment and their energy.

The College policy can be summarised as a dynamic continuum. There is 1) rigorous analysis of evidence leading to 2) detailed planning, including the provision of appropriate resources and staffing. 3) Students are actively sharing in their learning journey, which is 4) tracked and reviewed at regular

intervals with 5) accurate and detailed records being collated and disseminated, allowing the process to be cyclic and developmental .

This process has been evolutionary, with some avenues having been explored, adapted to need or rejected, if not useful to College development. As in all College development, mistakes were the catalyst for rigorous consideration.

As a result, Inclusion is evident in every aspect of College life, ensuring that Every Child Matters and, as an extension, that every person associated with the College is also fully valued.

The clear vision of the Executive Principal and the Senior Leadership Team (SLT) is demonstrated throughout the College, as evidenced by the conversations with the College partners, staff at all levels, parents, Governors and students. The vision is enacted by staff modelling expectations, treating adults and children with equal respect, ensuring that the ethos is enabled to grow. Students respond accordingly, evidenced through the classroom and outside at different times of the day.

There are very well thought through, strong structures and processes that underpin the child focused philosophy, ensuring that where there are barriers to learning, these are identified and remediated. Students engage with real life issues of a general nature within a range of lessons and on a personal level are supported by several levels of student support. The College is well supported by a broad range of outside agencies, widening access to support to cater for all individual needs.

Learning has been an identifiable focus for current whole-school development, with significant work being undertaken to ensure that personalised approaches to learning are a reality for vulnerable students, with a differential approach being realised for all learners. Learning is tracked throughout a child's career at Rosedale. Systems are in place that will further improve the quality of information derived from attainment data that is given to teachers to support target setting.

The College staff, at all levels, are appraised of and share in, College development, at whole-school level. In many areas of College life, individual teachers and Alliances (faculties) are enabled to operate at the forefront of local and national initiatives in their specialist areas. There is considerable collective professional expertise within the staff. They are supported by the management of the College, both within their work and with training appropriate to their needs.

This is a dynamic school, capable of enthusing and inspiring students and staff. It is open to innovation and subject to rigorous monitoring, from a trained SLT, middle managers and peers. In-house Quality Assurance, supported by external specialists, ensures that judgements are validated, but also that the College is very aware of itself.

That students, parents and Governors value the College is evident through the many conversations held during the course of the two days, both formal and informal. The Governors play a very active part in the school life, strategically and on a day to day basis, and, together with parents act as a critical friend to College development, while deploying their wide expertise in all areas of the College. They are rigorous in approach, further ensuring that the College provides a quality product of which all can be proud.

The College has focussed on developing capacity for improvement. It has a secure agenda for further improvement and can look forward to continuing the growth that will ensure sustained achievement.

There is no doubt that the current Inclusion agenda is sustainable over the long term, as it is firmly embedded in the College life, almost within the fabric of the building, as it is lived through all members of the school community.

Significant strengths:

- Open approach to the needs of the whole school community.
- Very self aware, through relentless review, quality assurance, good knowledge of College data.
- Clear planning at strategic and detailed levels.
- Enthusiastic, supportive staff progressing the learning agenda.
- Motivated students, with a clear view of their learning needs and aspirations.
- Parents, Governors and outside agencies able to provide broader support, but also appropriate challenge.
- A community where everyone's personal and learning needs matter.

I am of the opinion that the College fully meets the standard required by the Inclusion Quality Mark. There are only minor areas requiring development and the College is aware of these. I will recommend to the INCLUSION QUALITY MARK LTD quality assurance board that Rosedale College be awarded the mark. This is, of course, subject to ratification by the awarding body.

Assessor: Chris Chivers

Signed:

Date:

Findings confirmed by Inclusion Quality Mark Ltd:



.....
Joe McCann MBA NPQH
Director
Inclusion Quality Mark

Context of the school and sources of data e.g. PANDA, SEF, Ofsted report

Profile

Rosedale College is a very ethnically diverse outer-London school situated in a deprived ward on the site of the former school, Hayes Manor. The school re-opened as a new non-selective College in September 2006 and is much smaller than most secondary schools. Of the students, 88% come from minority ethnic groups and over 78% do not speak English as their first language, a significant increase since the last inspection. The largest ethnic groups of students are Asian (34%), Black or Black British (24%) and White European or White British (20%) descent. The local authority is responsible for an above average number of looked after children of which Rosedale College has a disproportionate number. The College has a high turnover of students and includes a significant number of refugees and asylum seekers who join the College at different times during the academic year. The majority of these students are at the early stage of learning English and a small minority of the school population enter the College without records of their attainment or achievement. The proportion of students with learning difficulties or disabilities is above average, and the percentage entitled to free school meals is very high. The adults working in the College reflect the school population and act as good role models for students. The College has been operating as a full service extended school since 2004. The College has developed a wide range of learning opportunities beyond the school day for students and different community groups. The College is undergoing an extensive but phased building programme.

Several outside agencies contribute well to developing students' language and emotional needs. Students with special educational needs are catered for very well; for example studying subjects, which are relevant to their abilities and interests. The College has expanded the vocational, work-related and work-based subjects on offer and enterprise education has improved, reflecting the College's successful determination to provide courses where students can succeed and therefore feel encouraged to attend regularly. Numerous, valuable links with local businesses and education institutions help to provide an interesting range of options, especially for students who are not enthusiastic about normal school life.

The students' personal development and well-being are good. Their consideration for each other and respect for each other's cultures and faiths are good in this racially harmonious school. Behaviour in lessons is good; students show enthusiasm and clearly enjoy their learning in an atmosphere where teachers understand how to cater for different needs and abilities. Students want to be in College and be involved, and so, the attendance rate has improved sharply and is now good. However, lateness to lessons can still be a problem among a very small minority. The College provides a safe environment in which the attention paid to healthy lifestyles is good. In

particular, the National Healthy Schools Award was graded as excellent, and has transformed eating habits both at lunchtimes and in the breakfast club. The wide range of cuisine from different cultures takes into account the different dietary needs of students and religious observations of food preparation. There has been a clear increase in the number of students, especially girls, who now participate in physical education lessons due to an extended and more attractive choice of activities.

Students make a satisfactory contribution to the wider community. There are many effective local partnership links, which contribute to helping students develop satisfactory workplace skills.

Portfolio and other supporting evidence

The written evidence, in the form of the tracking document, provided by Joanne Harper on behalf of the College, was of a very high quality, gave a clear description of the detail of each aspect of the life of the College and allowed an analysis of how it contributed to the overall aim of ensuring inclusion is at the heart of the College.

The accompanying portfolio, coupled with the availability of video evidence and other written documentary evidence, supported fully the statements made in the tracking document.

This detail was further supported by the evidence gained through the school visit, meetings with a variety of staff, students, parents, governors and LA staff.

The College has interrogated the wealth of data available to it, though the work of Ian O'Connor, Vice Principal. This, together with information from other areas of the College, ensures that decisions are clearly based in evidence, and that staff are working from a very high quality of individualised information.

All discussions were unfailingly open and honest. There was evidence, from the many conversation groups, that communications are excellent between the whole community. These were often mixed participant groups, e.g. staff, governor, LA.

Written evidence available within the College supported the outline descriptors in the 10 elements tracking document and the judgements of the nature of establishment. It is evident that the College has worked consistently to ensure that the Inclusion aspect of the school underpins the aims of the College and establishes a broadly held staff view supporting a wholesome, human(e) ethos.

Element 1 – Student progress

This is a very welcoming school. They have reached a point in development where the learning environment is sufficiently adaptable to be capable of incorporating vulnerable students who have had poor school experiences elsewhere, providing them with very personalised opportunities, ensuring that they begin to make progress in their learning, reflect on their life choices and take responsibility for their futures.

The underlying philosophy is prefaced on the view that everyone is good at something and that all have the capacity to succeed in some form. Here is the language of possibility being articulated and lived through the students. It was said several times during the assessment visit that this school does not give up on children.

Students are safeguarded and have a very clear wrap-around system of support that ensures that, not only do they not “slip through the net”, but are enabled to pursue their personal ambitions.

College descriptors:

Student progress is clearly based upon knowing each child. The assessment regime is thorough, allowing secure target setting, based on individualised needs. Assessment supports continuous development to achieve individually, contributing to the corporate aims. These are being surpassed as a result.

The College has established a rigorous strategy for the use of student data.

All students have inspirational targets that are set to ensure an understanding of incremental progress from half termly baseline points. The College also makes use of Fischer Family Trust data to set these challenging targets. All teaching staff have access to the students live data via a web based MIS system. All teachers have student context sheets in place for every class they teach and these are reviewed every six weeks to reflect changes. All staff are emailed detailed spreadsheets showing all student data every six weeks; this allows comparison of student’s progress over all subjects.

The senior team discuss student progress each morning and identify intervention strategies. Alliance meetings have a focus on student progress and intervention strategies. All staff complete termly data analyses based upon progress towards their targets.

The College target for 2008 of 35% of students achieving 5 A*-C was surpassed in achieving 68%. 98% of students achieved Level 1 with a CVA for KS2 to KS4 of 1025.5

Individuals are well supported. All students on the SEN register are reviewed regularly with Annual written reviews. For Statemented students these

reviews are completed by the SENCO with support from the Local Authority, Educational Psychologist and parents, guardians or carers. LAC student's reviews are attended by the designated member of staff. All students who require EAL support/targets are supported by the EAL teacher and these students are reviewed regularly. Children in Need or any other vulnerable child is discussed at the Inclusion Panel meeting and targets are set and then communicated to students, parents, guardians or carers

Achievement is celebrated in a wide variety of ways, including a range of certificates and sending photos home to parents.

Every 6 weeks all teachers assess every student that they teach. The assessments take on various forms. Each assessment level is entered onto the College central database and Directors of Teaching and Learning track the progress and discuss any students who are not performing as well as expected with teachers.

At the beginning of each term the whole staff has a 2 hour training slot dedicated to data analysis of their teaching groups. This is done in conjunction with Teaching Associates. From this meeting intervention plans are formed - these are for individuals or groups of students as necessary.

The Senior Team meets every morning for 30 minutes and a good section of this time is spent discussing individual students and any personalised learning opportunities that are able to be offered. This may be mentors, extra lessons (Saturdays, after school or holidays) or a temporary change in student timetables.

Strengths:

- The systems work for the children in the College.
- There are many opportunities for children to be challenged and to experience the needs of the outside world, to form a view of potential futures.
- The College is able to clearly demonstrate that the approaches developed over the past five years have led to significant improvements in student achievement. The 2008 GCSE results show a dramatic increase in A-C grades, with an extremely high CVA score, putting the College in the top 5% of achievement.

Areas for further consideration:

- The main discussion point in this area was within AfL with a move towards more overt personal target setting, beyond the level expectations, to ensure that individual children know, and can articulate, their own discrete targets. Ensure that the level descriptors enable children to be a part of self assessment activities.

- The College might consider the merits of moving from Learning Objectives to a student friendly WALT (We Are Learning To...) and WILF (What I'm Looking For..), allowing children access to both the learning objective and the success criteria. NB WILF is capable of differentiation to the needs of discrete groups and individual needs.

Element 2 – Student attitudes, values and personal development

The students whom I met during the visit were, without exception, courteous, confident and articulate. They were allowed to speak freely and did so openly and honestly. They were a credit to the College.

The discussions showed that the children were fully aware of their part in College life, knew about their personal targets, expectations and ambitions and knew in great detail how they could find the support that they needed should this occur.

They valued their school, their teachers and TAs, saw how the College was enabling them to achieve at their best and represented a community that sees learning as the central feature of Rosedale.

There is a wide range of rewards, encouraging continuous assessment.

There are many layers of support for children's behaviour needs, within the College system, which allows intervention and decisions to be taken by both staff and children, being enabled to make "the right choices".

There are areas where children can physically go to find staff available to discuss their needs, in addition to their tutors, class teachers and SLT members.

Strengths:

- The students articulate the view of themselves and their needs as the central focus for Rosedale. They are aware of the opportunities available.
- They see their teaching as engaging and stimulating.
- Target setting is clear and becoming progressively personalised.
- The award system encourages participation and sustained effort.
- Children know that they are well supported and where this can be best obtained.

Element 3 – Leadership and management

The leadership team at Rosedale has a clear vision that is very well articulated, permeating every aspect of school life. The communication within the College is a strength, ably demonstrated by the Executive Principal,

Associate Principal and Vice Principal and seen at every level of staff, children, parents and outside agencies.

There is a passion for learning at the core of the College philosophy. This applies to all members of the community and, as a result, impacts most positively and is clearly evidenced by College data, on the students. This could be broadened further to a passion for children and their life chances. The students are challenged and encouraged to dream. Having visualised a potential future, they are challenged to perceive their learning journey, to be followed and supported by engaged staff. ECM is lived within the College. This philosophy gives students the permission to dream, aim high and succeed.

There is distributive leadership at Rosedale, with all leaders understanding their roles and working with purpose and determination.

Delegation is evident in the College, with lines of responsibility and communication well understood.

The LA judges the College to be rigorous in its approach, clearly analysing a wealth of data, ensuring that the College as a body knows itself.

Inclusion has been an agenda item for school improvement over a number of years. Over the process the College has evolved to changing needs and has the capacity to continue to do so.

There is clear evidence that the vision of the Executive Principal and the SLT is understood by everyone associated with Rosedale, that it is viewed as a corporate effort and that the Inclusion agenda is clearly embedded in every aspect of College life.

Everyone is enabled to be a part of every aspect of College life at whatever level is suitable for them.

Governors are fully involved with the Inclusion aspect of the College, at all stages, including reviews during regular visits to the site. They receive regular reports, in full GB meetings and in committee.

SEAL is an integral part of College life, ensuring that Emotional Literacy is embedded within the inclusion aspects of College life. This includes active engagement in restorative conversations.

Teaching is rigorously monitored, as well as Performance Management observations. Every teacher is observed.

There is a College quality assurance regime to oversee the processes.

TAs have many individual specialisms, enabling them to be a strength of the system, supporting pastoral and learning needs. Many have been developed

to become significant members of staff, including through GTP routes into teaching roles. The College supports staff personal growth.

The College builds individual capability and skill and the capacity to continue after intervention.

As a direct result of the College systems and their impact on student attitudes, the College has seen attendance rise, turbulence fall and incidents of disruption vastly reduced. This gives time to staff and managers, supported by Governors, to be even more reflective to consider futures. These were actively being discussed and were able to be articulated in some detail.

Strengths:

- Broad and accessible school vision in action.
- Clear routes of communication.
- A team approach to leadership.
- Staff capacity being constantly enhanced.
- Self-aware, self reflective and rigorous within systems.
- Feedback from “critical friends” welcomed.

The College systems have ensured that exclusion has been reduced to an absolute last resort, with every effort being made to avoid that stage. No permanent exclusions this academic year.

Element 4 – Staffing system and organisation

The staff are ably led by thinking managers and are actively encouraged to “think out of the box”. As is all aspects of the College, this phrase has real meaning. Staff have permission to be lateral thinkers, helping to broaden the vision as they develop and further interpret the College aims to the learning advantage of the students. There is much evidence of creative and innovative practice. This is broadly shared within a staff seeking to develop its own capabilities. Within a challenging environment, staff often exceed what might reasonably be expected. This is fully recognised by parents and students, who expressed fulsomely their praise for the staff, individually and collectively.

Staff development is a strength of the College. Starting from being valued for the role being undertaken, staff accept challenge, which is not only met but often exceeded. Individual staff are enabled to take on responsibility, supported to succeed and enjoy personal growth as a result. This is a staff with considerable personal and collective expertise. They also present as happy, throughout the staff group.

Innovative practice is encouraged from all categories of staff.

Systems ensure that all children arriving at the College are expected, arrive to a welcome and the items needed to participate fully in the College activities.

The library supports many aspects of the College life, as well as being a central learning environment enabling and supporting independent research for all students.

All staff articulate the view that the College is a mutually supportive staffroom, a place where everyone is valued for their contribution, including their goodwill.

Good practice is shared, monitored through many means, all seen as developmental and supportive.

Strengths:

- High quality teaching and learning offered and being further enhanced and developed.
- Staff capable and permitted to engage in deep thinking about the curriculum.
- Innovation through partnerships.

Development ideas:

- Issue termly updates on the curriculum being offered within the year group, to fully inform and involve parents in the learning journeys being developed. Include a tear off slip for feedback comments.
- Rethink Homework to make it a very active part of learning development. Perhaps rebrand as home activity. Consider participatory activities such as drafting written work in any subject, allowing the next lesson to become an editing or reflective experience.

Element 5 – The learning environment

There is visual evidence within the College that the Inclusion agenda has been embedded:

- through photographs,
- quality display of high quality student's work,
- learning objectives being displayed at the outset of lessons and reviewed within,
- the layout of classrooms encouraging discussion and debate,
- the ease of movement within the College environment, ensuring free flow of students
- the behaviour of students.

Funding is made available to ensure full participation in essential experiences.

There are simple systems to allow exit from classrooms, either for short term needs or for a student to self-refer to one of the pastoral teams.

There was sufficient evidence during the visit to ascertain that the accessibility plan caters for all specific needs, including access to expertise from LA officers.

Strengths:

- Systems are kept simple, easy to understand and to implement.

Element 6 – Teaching and learning

There is a full range of technological supports to T&L, such as Interactive Whiteboards, laptops for teacher and student use, dedicated ICT suites, wireless networking throughout the site. There are also peripherals relevant to the needs of specific faculties and the needs of individual students.

The rationale can be stated simply, resources are bought to need, and where need is clearly articulated, the College does its best to provide the best quality resources available.

Planning for learning provides students with the choice of courses that provide for the full range of their needs. This allows students to be challenged appropriately and enjoy the possibility of success, and given the teacher support being articulated, reaching their goals in the majority of cases.

There was clear articulation throughout the visit that the College keeps the T&L agenda at the forefront of their thinking. There were many examples given of future thinking and developments, notably the embracing of the Diploma agenda, which is seen as enhancing the Inclusive nature of the College.

Children are targeted to make progressive improvement in their learning. They are tracked at multiple points in the school year with feedback on current achievement. Their learning styles are known and accommodated within lessons.

CPD over the past five years has had the focus of Inclusion.

NQTs and new staff are very well supported and inducted to become very effective members of staff through detailed and regular training sessions.

TAs have CPD opportunities relevant to their roles.

Strengths:

- T&L is dynamic, engaging and challenging at all levels of achievement.
- It is subject to rigorous review and development, ensuring that the highest quality is available.

Area for consideration:

- Ensure that the fine detail of day to day teacher planning allows for evaluation and reflection, ensuring on-going self-improvement.
- Consider the model of planning below, but as landscape.
- Ensure that AfL is clearly articulated throughout, to support the individualised learning agenda and to make sure that children are actively reflecting on their own learning needs.

Focus of lesson **NB This plan may go to two pages as you include more detail, but you'll get more succinct**

Date/time	Class		Number
	Learning Intentions WALT We are learning to		Target for teacher learning
Inclusion/Differentiation WILF What I'm looking for..... (Group based expectation) Avoid all, most and some. Work with existing class groups to start, levels of current achievement? Current teacher expectation/ individual targets?	Timing s	Lesson Content/organisation & management Include as needed Warm up/ starter Introduction/exposition/explanation Introduce group tasks Allocate time for working and ensure expectation clear Interim plenary? Restating/ revising Plenary/drawing together/compare with WALT and WILF.. Children self evaluation	Resources / Materials / ICT Inc LSA support

<p>Assessment/ Evidence of learning Group recording Observation schedule Traffic lights/ thumbs up etc/ smiley faces, 54321 fingers. Reading records</p>		<p>DON'T WRITE A SCRIPT. Focus on outlines of activity and key questions. Be planned to think on your feet. Be the film director, rather than the reader of the script.</p>	<p>References NC NS other</p>
<p>Reflections on lesson / Evaluation / Implications for future planning 3***stars 2\$\$wishes Implications for future planning, next learning steps</p>			<p>Health and safety</p>

Element 7 – Resources and ICT

The College Raising of Achievement Strategic Plan (RASP) and Alliance RASPs clearly indicate the resources required to meet the needs of the students and the curriculum.

The College budget identifies a clear spending stream for ICT resources.

Each student has equal access to the resources required to ensure their educational success.

The College budget is directed as much as is possible at ensuring that the students have the appropriate resources.

Class sizes are kept small to ensure as much adult contact as is possible, including a large number of Teaching Assistants.

Directors of Teaching and Learning are responsible for reviewing all resources in their Alliances. They write their needs into their Alliance RASPs and these are fed into the College RASP, where appropriate. The College RASP then informs budget setting.

Staff receive training on a needs basis. All training is delivered in order to ensure more effective use of ICT during lessons. All staff are expected to be able to communicate electronically and use the College MIS system to record all aspects of student progress.

Strengths:

- The College is actively seeking to maximise the resource base to improve the T&L opportunities of all children
- The College perceives itself at a transitional stage, especially in terms of the school fabric, which is due for an upgrade. The current ethos and approaches will be significantly enhanced as a result.

Element 8 – Parents and carers

The large group of parents, guardians and carers who came to the College to discuss this issue, spoke with one voice, supporting the College ethos and vision.

They recognised:

The College embodies all the following, in the words of the parents present:- Acceptance, welcoming, integration, respect, individual care, understanding, support and guidance, goal and dreams, aspiration, opportunity.

The parents see the College as solution focussed and that they are seen as partners in seeking a solution to any problem.

Contact arrangements with College are very good.

The very good communication with the College staff, especially the welfare system and issues of an individual nature, with very quick response to queries.

The quality of access to teachers at all levels, including senior managers.

The systems in the College that support their children.

Staff who contact the home to support individual students, often out of school hours.

Work being provided for children when they have to be out of College for an extended period.

The systems that allow students with specific issues to self refer to support.

There is a general feeling of being listened to, and where necessary, that action is taken as a result of the conversations. The College knows their children, is accommodating to all needs, a feeling of mutual respect, coupled with very high quality communications in all forms.

Parents are very involved in the life of the College, attending special assemblies and other events.

Parents see themselves as partners in Inclusion issues. They have been kept informed of developments and changes being proposed and encouraged to share their views.

Strengths:

- Quality of communication at all levels.
- Access to relevant staff quickly, allowing early resolution of concerns.
- Relationships between parents and the College.

Element 9 – Governors, external partners and local authority

The Governing Body has been fully involved in the life of the College, at many different levels, from strategic overview to day to day involvement. They sought, seven years ago, to appoint a Headteacher who had the capacity to alter the ethos to a more inclusive approach. The Governors engage in learning walks, involve themselves in classroom activities, monitoring the development of the personalised learning agenda.

Governors see themselves as partners in change and critical friends. They monitor the development journey, while keeping an eye on raising standards across all ability groups. They engage with the College through focussed activity.

The College links with a wide variety of external partners.

The LA was represented within the discussions. The commentary was a very high commendation of the College, particularly its approach to Emotional Literacy, stated as an exemplar of very good practice. There is very good support for EAL. Behaviour management is a strength of the College, acknowledged by the LA officer and within the Ofsted report.

A Connexions adviser is based within the College.

All the partners articulated both their support for the excellent approach of the College to promoting high levels of emotional literacy among all members of the community, but also their willingness to argue, as critical friends, should the need arise.

Strengths:

- An open school, developing an open-minded community, supportive of each other in efforts to make progress.
- Willingness to engage with a wide variety of partners for the sake of each individual child.

Element 10 – The community

The story of the College in the community has transformed over the past seven years. This is held by the community members present to be directly as a result of the leadership of Clive Neathey, supported by a very able staff appointed to the College vision.

The view was expressed of a very outward looking school, one that works in very strong partnerships with a very wide range of partners, in so doing significantly enhancing the opportunities for the students, allowing them to engage with their local community at a very high level.

The public face of Rosedale is now extremely positive. The achievements are being celebrated by the community.

Several community members commented on the provision that is made for individuals, in supporting them to take part in outside activity, but also in accepting apprentices for training in the College.

All agreed that the local community now welcomes and encourages students from Rosedale to participate and actively supports enterprise initiatives. Students are described as positive, articulate and hard working.

The facilities are well used by the community from Nursery age to adult education.

All felt that they are enabled to have detailed discussions with senior staff or others, with any areas of disagreement openly and honestly shared.

Strengths:

- The College is seen as an important element of the local community.
- It is valued for the changes wrought over the recent past, as they have impacted on local people positively.
- The College is a partner to the community.
- Inclusion includes the community.