

Name of School: Lyndon School Humanities College

Acting Headteacher: Mr Abid Butt

Assessment Date: 14th, 15th and 16th June 2011

Summary

Lyndon School is an inclusive establishment where the commitment to providing the environment that supports the inclusive agenda can be seen in all aspects of the school's academic and pastoral life. The commitment is holistic, as tangible as the building itself and is reflected both in process and action. There is an obvious and real conviction given to the importance of treating all within the school with respect and as important individuals, each with the right to be included and crucially, considered unique.

The Acting Head teacher and the Leadership team have continued to drive the inclusion agenda forward with vigour and determination. Their enthusiasm and commitment to provide the best possible environment, one in which each and every member of the school community is encouraged through positive engagement, is evident throughout the school.

The inclusive ethos of the school is demonstrated throughout the systems and practices on which the school operates and it drives the school's five core values of Care, Challenge, Co-operation, Communication and Citizenship into the very fabric of Lyndon School life. There is an endemic and unambiguous pride within the school towards the way those visions and values are transmitted into action; Action which recognises individual need and personal requirement as the crucial dimension in creating a truly inclusive establishment, while at the same time recognising the need to provide a robust academic challenge for all learners.

Effective, empathetic and universal care and guidance is at the core of all aspects of the school management and practice. It underpins and enables the modus operandi of the school that of effective education must engage and have a positive impact on all learners, to become a reality. The result is that not only the vulnerable but all members of the school community are well cared for and supported, in all aspects of their academic and pastoral development.

The camaraderie between students, and the respect between all members of the school community, was self-evident throughout the assessment. It again demonstrated that the inclusion agenda was not simply documentation and rhetoric but was embedded and practiced as a matter of course. They were proud to be members of a community that places care at the centre of all it does, one that recognises and celebrates the achievements of others, regardless of their background. Throughout the assessment the students were friendly, welcoming and had an obvious pride in 'being there'.

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