



Assessor's Evaluation for the IQM CoE Award



School Name TMP College
830 Ormskirk Road
Pemberton, Wigan
Greater Manchester WN5 8EX

Head/Principal Jackie Manning

IQM Lead Ms Joanne Taylor

Date of Review 19th May 2026

Assessor Ms Siona Robson

IQM Cluster Programme

Cluster Group TEAM NW B

Ambassador Ms Siona Robson

Cluster Attendance

Term	Date	Attendance
Spring 2025	4 th February 2025	Yes
Summer 2025	23 rd June 2025	No
Autumn 2025	21 st November 2025	Yes
Spring 2026	5 th February 2026	-



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Evidence

- Meetings with senior staff, CEO and Principal
- Meeting with student leaders
- Visit to performing Arts
- Meeting with college teachers
- Meeting with pastoral staff
- Meeting with support staff
- Meeting with marketing/sustainability/outreach staff
- Evaluative paperwork and planning documents
- Meeting with Rotarian
- Meeting with governors
- Conversations with parents
- Meeting with school councillor



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The Impact of the Cluster Group (with details of the impact of last three meetings)

21st November 2025 Meadow Head Community School

It was interesting hear about how ELSA is used across the school to support literacy. This is something which may be useful as an extension to the work the College is doing around oracy and mindfulness.

The Kindness heroes were impressive and the power of the positive affirmation postcards from the student council was 'heart-warming.' An idea linked to this could be incorporated within the staff well-being target for next year.

5th February 2026 Outwood Academy Hindley

The college currently have the Matrix Award Statis and will look into the Careers Award as they move forwards in this area. It was interesting to see how this work looked at Outward.

It was good how they used ACE & Honours and they will reflect on how student leadership is working through the college.

8th June 2026 Collaborative North West Cluster

TMP College, Student Council invited to input into this day. It will be particularly interesting to see how the Voices Project could work in the college setting, and it will inform the next steps for developing student leadership.



Evaluation of Targets for last 12 Months

Target 1: To develop Oracy across the whole college in order to strengthen learner career readiness, raise aspirations and support learners to communicate with skill and confidence.

Staff have benefitted from a wealth of staff training linked to this target. This began on the September training day with input from Talk The Talk who delivered strategies and ideas for staff to use to support TMP learners develop confident communication skills for life. One of the most powerful messages from Talk to Talk was for staff to feel comfortable with awkward silences and give learners the space to respond in their own time. Staff told me how their practice has developed in this respect and how they are now more confident to use think pair share activities more regularly.

Learners are now more willing and engaged during oracy activities. Following the training tutors came together to look at ways they could embed oracy in their areas. The intervention lead produced an oracy snapshot form which could be used for staff to record any oracy activity they observed. These capture the activity, student engagement and how staff supported oracy development. These have been shared as examples of best practice. Tutors are now planning meaningful oracy activities within their sessions. Learners have increased confidence and are more able to express themselves and articulate their ideas.

Staff shared with me a case study of a learner who came to TMP with limited phonetical knowledge and is now able to talk confidently to their peers and staff. The learner is more confident and can identify the steps they are mastering to overcome prior barriers to learning. The learner can identify the steps they are mastering to overcome prior barriers to learning. The student shared with staff their pleasure in the accelerated progress they have made. A partnership with another CIC, Happy Smiles, resulted in a shared CPD for staff delivered by a learner from Happy Smiles. She talked about being neuro-divergent and how she did not feel listened to as she went through the education system. She explained that she had no voice and was not heard. This was a powerful session, promoting reflection and discussion.

Aspire federation have delivered training to upskill staff on how to develop oracy with neuro-divergent learners. Ambitious about Autism delivered the last oracy training session with a focus on learners next steps, careers education and employability. This was an in depth, well received training session which had many implementable strategies. Following this training each department were asked to submit a case study of how they have implemented the oracy training over the year.

A Poetry club started this year as another opportunity to promote oracy. Through poetry club learners have submitted poems, entitled 'Never Say Can't.' for a national competition. This club is having a massive impact. From a whole school curriculum perspective, all departments have embraced this target. Staff told me how the training has made helped them reflect on the impact tailoring how they speak and respond to each learner based on their need has had. Staff are more aware of the need to provide space for pupils to process and organise their thoughts before speaking. They spoke very positively about the training and how this provided the opportunity to share best



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practice and discuss ideas. The training has been empowering for support staff who now feel upskilled to manage and support learners and work effectively alongside teaching staff. A learning support tutor, new to the college, spoke positively about how well she has been supported and how the bespoke training has enabled her to offer high quality support to her assigned students.

Interview techniques have been developed to capture the voice of learners who struggle with written work. These are then transcribed and used as evidence. Learners can then work on the transcribed document to adapt it, expand on points, and add detail. I discussed this target with some students who recognise the work staff have been doing to develop their oracy this year. A student told me, "I've built up confidence over time and now express myself more." My meetings with student leaders and observing students when greeting and asking questions of Sir Ian Mockellea show the impact of the work done on this target.

Next Steps:

The plan for next year is for Talk The Talk to run training workshops for the learners.

Target 2: Continue to strengthen our outreach and support local charities and events within the local community.

Events are used as a tool for outreach engagement and connection. The aim is to create events which promote learner confidence, showcase creativity, and strengthen TMP's profile in the wider community. The college is expanding its network of contacts in the creative industry for the benefit of the students.

Through Creative Enterprise the college has run a busking initiative from the Pemberton site. Learners performed acoustic sets outside the site. It strengthened positive relationships within the community and had a significant impact on learner performance confidence. Games design learners have supported events through virtual and interactive reality experiences.

They showcased their games at the college 'Our Reet Good Town' showcasing event which was open to the public. This was organised by students in collaboration with The Fire Within the Forge programme, part of the local council cultural strategy. All pupils who wanted to be involved had the opportunity to share their work in a way of their choosing.

The Rebuild with Hope Foundation organised an event to raise awareness of mental health. The dance students put on a performance relating to suicide and the art students created a quiet instillation with a book of Hope containing affirming messages and poems.

The college runs a wealth of enrichment lunchtime activities run by college staff and some students including driver theory workshops, dance workshops, a choir, and plans are in place for a college shop with learning materials on sale to provide a work experience opportunity.



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I met a member of Wigan Rotary Club. This partnership started last summer on the Rotarians annual community day. TMP students sang on the stage; for some, their first public performance. Media learners then did a video promotion video for the Rotary Santa Sleigh. The president for her retirement dinner decided to showcase Rotarian activities to the song A Perfect Day by Lou Reed. The song slightly amended, to reflect a perfect year, was sung by, recorded and edited by TMP students. This went down amazingly well. On the back of this students have been involved in a fund-raising event: 'Singing along to the Musicals.' 5 learners did solos which was an incredible opportunity for them to share their talents. This was a hugely empowering, confidence building opportunity for the students.

One of the college governors also works for a charity called Embrace who support families with disabilities. The charity supported the school by running events for prospective students who want to join TMP but need support applying for an EHCP. Another governor told me of his involvement in the college coffee mornings at which professionals are invited to share their insights of and their work within the creative industry. This last weekend staff and students participated in a local music festival providing students with the opportunity experience what is involved in putting on a festival and then performing at one. They loved seeing their teachers 'walking the walk' and performing too. The governor how, as a representative for the college on the Manchester Live Group, they are working to illicit support from professionals across the greater Manchester Boroughs to provide work placements, performance spaces, performance opportunities and for mutual support.

The TMP marketing approach is focused on outreach, ensuring outstanding communication and flagging opportunities up to learners, opportunities in the community. This ensures equal access for all learners. The strategic marketing lead is a new role, and the vision is for this to become a small department.

Next Steps:

TMP constantly look for ways to develop relationships in the local business community. A representative from Heaton Group who are developing the old Mills in Wigan will hopefully join the governing body to support the school develop business to business connections. Plans are underway for students to support the Wigan Rotary Club in Sing Along in care and dementia homes.

The college currently runs 'An afternoon with.' This is an opportunity for professionals and to visit and provide an insight into their job roles. The plan is for this to run in evenings and for this to be learner led. This would provide another opportunity for work experience in event running, making a podcast and managing and running the café. There is the potential for a marketing student cluster providing students with a valuable opportunity to get experience.

The plan is to run two enrichment events year building on the success of the Our Reet Good Town event. We discussed having an Event Cluster whose responsibility it would be to organise and plan these in collaborator with staff and the wider student body.



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Target 3: Implement Climate Action Plan – Surrounding spaces and sustainability, to empower our young people and develop the citizens and workforce needed for green transition.

Governors when talking about their understanding of this target told be about the commitment of the college to the global goal map. Students and staff are signed up to the Global Cleanup Map.

The school has identified a number of different focus areas; a long-term plan, internal environment, external grounds, and context for the school. The long-term plan is driven by budget constraints, but the vision is to become a sustainable flagship organisation. A key strategic move is to appoint an estate manager. This post holder will drive and implement the sustainability agenda by championing the strategy across the school. There is a robust approach to recycling and planned building works will be examined through a sustainability lens. Accessibility of all 3 sites in terms of public transport is a huge part of the college sustainability plan.

All learners are offered transport training increasing the number who use public transport and developing confidence and independence. The college has also now put up a bike rack in the yard. Bird and bat boxes are new, and a project is planned, once cameras are installed, for learners to use images from these for art and photography. Ideas for expanding the use of recycled materials and the outdoor areas have in part come from the students who are so creative in their approach to using sustainable or recycled materials.

Through the College Creative Enterprise programme students have launched a vinted online store and organised a fashion runway, Fusion Fashion, to showcase their creative ideas and promote the online store. Some of the musicians are repairing guitars which might have previously gone to the guitar graveyard. This has resulted in far less waste and fewer new guitars needing to be purchased. Guitars have also been customised as a result of pupil's individual creativity! The college is investing a significant sum of money in the indoor environment, installing ventilation and cooling systems to improve a learning, teaching and office spaces for learners and staff.

The college focus on mindfulness feeds into this target. Students and staff as they are more aware of the impact of their actions A member of the student Eco Cluster told me how they focus on the environment with projects on energy saving and recycling. A number of students are volunteering with sustainability charities such as RSPB and BTO as part of their DOE.

Next Steps:

Over the summer and into next year the school will be remodelling their external spaces in a phased approach. The aim is to create an outdoor classroom for photography, Art, and learner well-being. This will support learners with environmental sensitivities.

The college is in the process of negotiating the purchase of their site which will enable this work to be implemented in full. Through the wide range of contacts which the college has developed, local farmers are supporting with the ground work.



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The college is also working on a plan to replace the roof which will improve the upstairs learning environment.

To develop the Eco Cluster to ensure student voice feeds into the school's work on sustainability.

Target 4: Develop engagement and well-being of learners

Learners in the school are displaying more complex needs so there has been a renewed focus on staff really knowing the pupils so they can best meet their needs. This year an engagement and wellbeing team has been developed to support learners if the first response by individual staff has not deescalated or resolved a situation. A serious incident procedure has been developed with a clear process to follow. There are 20 named members of staff who are part of the SIRT, serious incident response team.

The consistency of the approach is essential for learners. Learners not involved in an incident now remain calmer and the learners involved are able to retain their dignity, it ensures they are kept safe and are not at risk of harming themselves or others. Follow up conversations, with the most appropriate member of staff, support the pupils identify triggers. Where possible proactive strategies or provision is put in place to minimise the risk of reoccurrence. This approach has resulted in significantly fewer serious incidents. Staff are intervening when pupils might previously have triggered each other verbally or physically, thereby ensuring that situations do not escalate. Senior staff described how this approach has particularly been supportive for a learner who exists primarily in a fight or flight mode. The consistency of staff, their emotional intelligence and availability and their deescalation skills is key to the success of this approach.

One part of the bespoke provision for this learner has been the renting of an offsite dance studio which has meant they and their class can benefit from a quieter, separate provision with fewer interactions with the wider school community. This has minimised the number of possible anxiety inducing situations. Over the last year the college has been looking at ways in which learners can access outside spaces for learning and wellbeing. The college used Tatton Park for yoga and mindfulness group was so well received.

Many of the staff are ex-students who are so keen to give back to a college which gave them so much. I met with a student who is on a supported internship, supporting learners with more complex needs and overseeing the student council. I was given a leaflet entitled Student Voice which is a guide compiled by him to provide an overview of what learner voice looks like at TMP and the cluster groups which advocate on different areas of the school.

The current clusters are Access for All, Improvements, Eco, and LGBTQ+. The school council have been engaging with the local community this year. They are doing some work on the accessibility of spaces in Wigan. They were concerned at the level of access for people with mobility issues, in wheelchairs or who have prams. They have talked to various members of the community and will in due course be writing to the local council with their findings or inviting a councillor to visit the college. One of the community



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visitors who have come in and spoken to the council was a professional poet. She was instrumental in getting the college access to the engine rooms where the college had their big end of year showcase event. Each member of the council has a portfolio which evidences their planning and reflections of the many activities in which they are involved.

The commitment of the council to college improvement is impressive. They told me about the student suggestion box. Periodically, senior staff complete a proforma entitled, 'You said, We Did, So What. What we have done so far...' This provides feedback to the student body on what management have actioned or not, in response to the student's suggestions. Actions have included improvements to the car park and the purchase of a new vending machine.

The college has been developing their relationship with the Mindfulness in Schools Charity and are planning an event in June which will facilitate a discussion with local schools on the use of mobile phones and how this impacts on student well-being and behaviour. The charity Brianna Ghey Legacy Project will be supporting this. Eshter Ghey will be speaking at the event.

Next Step:

The College Head and Director of Engagement are completing the trauma informed diploma next year. Whole staff training in August on trauma informed practice will complement the college positive behaviour approach. The college will be working towards achieving Trauma Informed Status.

A member of the student council suggested that a way the group could develop would be to improve their time management and forward planning. A structure for the year would be useful so the pupils have sufficient time to gather student opinion, plan, and implement projects, This would ensure that some regular members of the group are not overwhelmed and have access to management support when necessary. The student was very articulate about how the visits they go on were useful but could be linked more to follow up actions.

One of the local trusts are set to become the first Beacon Trust with the Mindfulness in Schools Project which is a status that TMP will be working towards next year alongside setting themselves up as a trust. Discussions are ongoing with two local schools who TMP will support to develop their approach to mindfulness.



Agreed Targets for next 12 Months

Target 1: Staff mental health & wellbeing will be an area for exploration and development. Sustaining a team of highly effective professionals and expertise, who are at the heart of our provision.

Comments

There is a huge investment in staff training currently but this target will look specifically at training in areas which are tailored to upskilling staff to meet the needs of an increasingly complex student cohort. The school will draw existing and developing practice into a coherent staff development strategy and weave into this well-being and support for staff mental health.

The rationale for this target is to build on best practice. This year a governor told me how they had joined in with an 8-week mindfulness course run for the staff. Expanding this invite to governors is yet another example of inclusivity at TMP. The school will continue to offer the 8-week mindfulness course. In September there will be 2 trained practitioners, and the hope is that more sessions can be rolled out to staff and also to parents, The college is a high-pressure environment in which to work, and leaders are committed to ensuring staff are fully supported and that retention is high. After work on Tuesday staff now have the time to complete their own, role specific, training. TMP Connect has recently been launched to facilitate staff connect outside of school in ways which support their well-being and interests. Staff were surveyed prior to its launch with 68% of staff showing interest in a monthly staff walk and similar numbers expressing interest in attending or delivering an occasional after school creative session for their peers.

The school plans to invest in a membership with The Wellbeing Project and will devise a well-being workforce calendar so staff can access the webinars and support materials.

Target 2: Further enhance our culture & ethos regarding Inclusive practice and promote through achieving reputable status.

Comments

As a result of recent Ofsted related training the school are looking at developing the learner support plan which sits alongside the EHCP as a separate document. The college will be looking at individual arrangements and adaptations for students, in particular unpicking learner masking in more detail.

The transition package will be more comprehensive this year and more time will be spent getting to know each learner as much as possible prior to them starting at TMP. This will help planning and ensure arrangements are in place to secure a successful start. Involving parents and ensuring they are fully informed is an important strand of this work. During transition parents will have the opportunity to book an appointment with senior staff.



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The college will work towards achieving The Rainbow Flag. The process to achieve this will be one of the drivers for this target. Part of this will be working with parents who might struggle to accept their young person's life choices.

Target 3: Reflect and mirror our Oracy developments within our Maths classrooms.

Comments

The plan is to focus on dyscalculia. Staff will get bespoke training on strategies to use to support learners who have dyscalculia. The college is looking into Maths Recovery, a programme of study which looks at mathematical fluency and basic skills. Many of the college learners do not have the mathematical vocabulary to unpick questions. Developing this will be an important strand of this target, developing opportunities to develop numeracy and the associated terminology across all areas of the curriculum. The college as with everything will ensure that this is not bolt on in the creative subjects but is embedded into the teaching and learning approach.

Target 4: Promote more opportunity at our Pemberton site for Creative Enterprise and involve the community further with creative enterprise opportunities.

Comments

The vision for the Pemberton site is for it to be the base for the Creative Enterprise Provision. There will be a space for everyone to gain work experience in an industry standard environment. The focus will be on professional experiences providing high-quality work-related learning for the students. The site will also be a space for engaging more with the community and parents. The plans have been heavily influenced by student voice. There will be an opportunity for learners to develop their own promotional materials. The music store will be developed and will be better organised. The vinted store will also be developed next year.

The Rotarians have donated to the planned creative enterprise project of students engaging more with the college community café at the Pemberton site. The community will have more opportunities to visit, enjoy a hot drink and snack served and made by the students and have the chance see some of their work which will be exhibited in the café. The college timetable will be changed to enable students to run the café for the community. The student 'Access for All' cluster visited a community café in St Helens to find out how they engage with the local community. A student told me, "I learnt a lot about different cultures and the experiences of the asylum seekers who work there. We should try and bring these different cultures to our café."



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Overview

TMP is an Independent Specialist College which was set up in 2013. All learners have EHCPs. It is an exceptional provision and is now getting national recognition for the provision they have in place for their learners, Earlier this year, the college applied to be recognised for an Elysian Award given for Outstanding contribution to Education. On 18th April, 26 staff went to London as one of the finalists and TMP won! The college were overjoyed to receive their Gold Winner Certificate from Jo Brand. This is an amazing accolade recognising the exceptional work done at TMP for who wish to pursue a creative future. The CEO is so modest and described the award as, “unexpected, recognition is not expected or sought. At the ceremony, 16 organisations were finalists. They read our name out and it was crazy. I am so proud of our staff, they are here for the right reasons and really listen to the students, who as a result run the show.” TMP college never stands still, senior staff are continually evaluating practice and provision. They are a sponge for new ideas and network with a raft of organisations, other schools, and colleges to magpie best practice.

On the day of my visit, I was not the only visitor to TNP College... As a result of the tenacity of the IQM lead to provide the students with inspirational visitors; the college was buzzing in anticipation of the arrival of Sir Ian Mackellen! He spent 2 hours in the college meeting staff and students. He was clearly blown away by the wonderful provision at TMP and commented on how happy and successful the learners are. Towards the end of his visit, he delivered a speech by ‘Sir Thomas Moore.’ You could have heard a pin drop; the students were mesmerised, hanging on his every word. It made the hairs on the back of your neck stand up. He shared some magical words of wisdom. “Acting is a wonderful thing for humans to do. We all act, all day long.

When you get up you decide what costume you will be wearing for that day. We are adaptive, we can do anything we want. It is fun being different and having the opportunity to discover ourselves.” The students then had the opportunity to ask Sir Ian McKellen questions. He told them his favourite acting part was Gandalf, much to the delight of the many Lord of the Rings fans in the room. One learner secured a voice message for her father, A moment she will treasure for a lifetime. They said it was the greatest day, even better than passing maths! The fact that Sir Ian McKellen went to primary school in Wigan was inspiring for the students.

Teaching and learning never stands still at TMP. Lesson planning has been developed, and a new format was being presented to the staff on the day of my visit. This will be trailed for the rest of the year and will go live in September. Their aim is to capture prior learning, current learning, and next steps. There is a space for staff to record how learners’ individual targets will be addressed during a session. These plans will be a live planning tool which can be changed and added to during the session. A session review will be completed in departmental meetings at the end of each day. This will prompt staff to identify any concerns or barriers, any adaptations which need to be put in place for individual learners and any learning points which may need to be revisited. This collaborative tool accessible by both teachers and support staff will create a shared responsibility for learning.



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Parents and carers described communication at TMP as outstanding. They described staff as responsive and proactive. Parents have the necessary contact details to enable them to get support when they need it. A parent told me, "Support has been fantastic from day 1. It has been the easiest transition in my child's school life. I have been really happy from the beginning. All adaptations needed have been put in place as part of an ongoing process which is regularly reviewed. Staff are receiving ongoing training in order that they can best meet communication needs. "The support for student mental health and well-being is high quality. There are places and staff to support in the moment and where it is felt the learner would benefit, counselling is arranged. Any emerging or new issues are communicated to home to allow parents/carers to respond and support appropriately. I spoke to another parent whose child moved to TMP after trying a post 16 mainstream setting. They unfortunately experienced exclusion from learning not inclusion; different to when they started at TMP. The parent described the college as," amazing." The course is adapted for each student, so her child is achieving academically but also has made dramatic improvement in their social skills and developed the confidence to make friends and become increasingly independent. She described the college as, "Inclusive to every individual learners needs. All learners are part of the community of the college. My child is now thinking outside the box and now has aspirations for their future."

The new Lead on Art and Design has made parental engagement a big strand of her work this academic year. She has contacted parents more regularly, shared photos of pupils working, interacting with their peers, and is keeping parents informed of their child's in-college learning. This year learning support tutors are emailing every parent on a Friday to summarise the student's week, emotionally and academically, to share successes and raise any issues which would be helpful for parents to know prior to the weekend. This enables a sharing of information and strategies both from school and just as importantly back to the college from home. This has strengthened parental engagement and helped staff have an in-depth knowledge of the pupils and their families.

The school councillor who has a person-centred approach providing a space for learners to be heard. The weekly counselling sessions are led by the learners. They frequently describe TMP as the first place where they have been truly heard and felt safe, a place where they can be themselves. Learners are developing hope for the future. The pupils are able to discuss difficulties and can use the councillor as an advocate for them. She will put in place strategies to support them; always based on their request, in response to their planning and in line with what they have identified is right for them. Often learners have experienced or are living with ongoing trauma. This has affected their perception of themselves. The councillor describes how learners grow in front of her eyes as they work to accept themselves, develop self-worth, their voice and autonomy. "They learn to like themselves, which is massive. They develop the confidence to follow dreams. Learners start to believe they can achieve the unachievable and that it can be a reality."

One learner from the new poetry club completed a piece of work looking at the barriers students face in mainstream education. The outcome was a number of wonderful poems which encapsulate the experiences pupils, who are now flourishing at TMP, may have had prior to becoming part of the TMP community.



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One of the poems is as follows:

*“Aging through numbers, every year
A spin off of the last, grass growing in the
Pockets of the walls and students
In black shoes worrying about a test,
That stretches across the earth’s bath,*

*They can’t learn with this pressure
Leaning back and expanding
Into every single slice of thought.”*

The CEO told me that he tells the students and prospective staff, “You have to be weird and wonderful to learn or work at TMP.” The college is bursting with likeminded people. Staff and students have a deep sense of belonging to a vibrant creative community within which every individual is valued and nurtured. The personal skills which the learners develop over their time at TMP have equal value alongside their academic success. The ethos of, ‘be kind, be a nice person and the rest will follow,’ alongside the values of Learn, Create, and Inspire are evident in every interaction. They are interwoven into the very fabric of this highly inclusive college.

Sir Ian McKellen left the following message for staff and students at TMP. ‘It has been a joy to come back home to Wigan and find your wonderful college with its amazing students.’ It is indeed a pleasure and a privilege to spend time at TMP college. It is truly inspiring.

I have no hesitation in recommending that TMP College retain their IQM Centre of Excellence status and look forward to seeing how they continue to develop their wonderfully inclusive practice as they work towards Flagship Status.

I am firmly of the opinion that the school fully meets the standard required by the Inclusion Quality Mark to maintain its status as a Centre of Excellence. I therefore recommend that the school retains its Centre of Excellence status and is reviewed again in 12 months. The next review will look closely at how the school has interacted with its Inclusion Cluster and promoted continuing outreach. Evidence of Cluster working will underpin the capacity for the school to maintain its Centre of Excellence status.

Assessor: Ms Siona Robson
Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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Joe McCann MBA NPQH
Chief Executive Officer of Inclusion Quality Mark (UK) Ltd