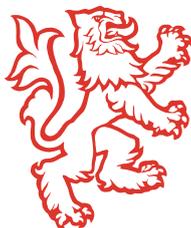


# Chenderit School

A Visual Arts College

## MAIN SCHOOL PROSPECTUS

2019-2020



*aim high*

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**Headteacher:** Mrs Jane Cartwright  
**Chair of Governors:** Mr Roger Bell

**Chenderit School is a Mixed 11-18 Academy  
with Specialist School Status in the Visual Arts**

*Chenderit School is the trading name of Chenderit School Academy Trust, a company limited by guarantee in England and Wales under company number 07900254 whose registered office is Chenderit School, Archery Road, Middleton Cheney, Banbury, Oxon OX17 2QR*



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# INTRODUCTION

Chenderit School was opened in 1979 on fields which, it is said, were formerly used for archery practice. The name 'Chenderit' is an adaptation of a medieval name for Middleton Cheney.

Since the school was opened there have been significant changes both in the local area and in terms of the school itself. The school has a history of being significantly oversubscribed in that it attracts students not only from within its catchment area but also from outside. There are now 1050 students who attend Chenderit School, including 185 in the Sixth Form.

## VALUES AND ETHOS

### MISSION

At Chenderit School we are all learners, we value learning and see it as a lifelong process. We seek to create an open and creative community where all are valued, supported and challenged to be the best they can possibly be. Our community is based on honesty, integrity and responsibility borne out of mutual respect. At Chenderit School we respond to challenges in creative and flexible ways which demonstrate our values and inspire a positive culture.

### VISION

To pursue excellence academically and in all other spheres of school life.

To achieve this we strive to:

- inspire all students to engage in learning in the widest possible sense so that they develop the skills necessary to be successful in school, at work and in the wider community;
- support one another to become resilient, independent, curious, adaptable and resourceful learners and leaders whose successes are celebrated;
- develop ambitious students, staff and governors who understand that we are in competition with the global community;
- foster community-wide respectful, trusting, compassionate, empathetic relationships through which students and staff enjoy and achieve;
- enable students, staff, governors, parents and carers to embrace their role and to contribute effectively in supporting learning and progress and
- develop a culture in which skilled and passionate staff draw on best local, national and global practice.

Our community continues to Aim High, Work Hard and Be Nice.

## THE VISUAL ARTS COLLEGE ASPECT

In September 2002 Chenderit was successful in being designated as a Specialist School for the Visual Arts. A year later, with substantial partnership from local business and the broader community, we opened the purpose-built Michael Heseltine Gallery. This has brought contemporary art exhibitions to our students, to partner schools and to the wider community. Although extra funding for specialist schools has been withdrawn by the government, the gallery continues to be a focal point for the visual arts within the community.

The Heseltine Gallery is now supported by an active group of artists and art lovers, dedicated to ensuring that the gallery remains an inspiration to students, parents and the wider community. The gallery offers a range of exhibitions throughout the school year.

As a school, we believe that the experience gained through the visual arts is fundamental to the education process of us all. It enriches other areas of the curriculum and significantly enhances students' understanding, sensitivity and social skills.

## **THE CURRICULUM**

Chenderit School provides a broad and balanced curriculum for all its students through a two year Key Stage 3 and a three year Key Stage 4. Our curriculum has a traditional blend of subjects and activities, supplemented by three Extended Project Days during which the timetable is "collapsed" and broad, integrated, often cross-curricular activities are undertaken.

### **KEY STAGE 3 (YEARS 7 AND 8):**

In line with many schools across the country, as an academy, we do not have to follow the national curriculum; however, in order to build on the work students have done in Key Stage 2 and prepare for GCSE courses we use the national framework as our starting point in planning our programmes of study.

Students are allocated to groups in different ways in different subjects. In key stage 3, in maths and English we group students in ways we believe they will learn best, on the basis of evidence from their performance in the end of key stage 2 assessments. We use a series of screening tests to identify those students who might benefit from an extra specific focus on literacy skills and provide a specific intervention in year 7 to address particular phonic needs. In many subjects students are taught in mixed ability groups, with grouping in broad bands as we gather more information about student progress. For example, in French, we may re-group at the end of the first term, at Christmas, in order to provide appropriate support and challenge. There is continuous monitoring of our students' progress and there is flexibility and movement between groups during the course of the academic year.

In key stage 3 students currently study English, maths and science, history and geography, art, computing, music, personal, social and health education (PSHE), physical education, and technology. All students study a modern foreign language; they take French in year 7, apart from a small number who would benefit from extra literacy and numeracy sessions during this time. In year 8 all students, including those who have not done French, start a second language, German. All students follow a structured tutor time programme of study that rotates every two weeks through the four Life in Modern Britain headings.

### **KEY STAGE 4 (YEARS 9, 10 AND 11):**

A three-year broad, balanced and flexible Key Stage 4 curriculum allows students to focus on preparing for GCSEs and the rigorous requirements of linear courses and terminal examinations. It also enables teachers to deliver broader and more detailed schemes of work in preparation for these exams. Students complete the options process in Year 8 and receive our guidance with parents' support, to make appropriate decisions. No student is allowed to make narrow decisions which may limit their life chances.

### **THE CORE CURRICULUM**

All students will follow the core curriculum, which includes:

- English language
- English literature
- Maths
- Science (Combined Science or Biology, Chemistry and Physics)
- PE
- RS/PSHE
- The tutorial programme

The core curriculum provides the majority of students with an opportunity to gain at least 5 GCSEs at grades grade 9 - 5 including English and maths which are essential requirements for most post-16 courses and apprenticeships.

## RELIGIOUS STUDIES

Religious Studies at Chenderit, including at KS3, follows the requirement laid down in the Northamptonshire Agreed Syllabus that students examine the beliefs of the major world religions and their views on a variety of issues.

We feel it is important that, in a multi-cultural and multi-faith society, our programmes of religious education support the notion of tolerance and understanding.

## PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE)

The PSHE curriculum through KS3 and 4 covers important topics that are constantly reviewed and planned according to national guidance and appropriate support from the PSHE Association. Topics such as CSE (Child Sexual Exploitation – including sexting, grooming, webcamming, online safety, sexual harassment and sexual violence, FGM), drugs and alcohol education, puberty, body image and self-esteem, mental health, diet and activity and their effect on health, SRE (Sex and Relationships Education – including contraception, sexuality, equality, parenting, domestic abuse), Life in Modern Britain, combatting extremism and hate crime, homophobic, transphobic and bi-phobic issues and careers and aspirations advice. (CEIAG)

We provide students with an opportunity to reflect on relevant, interesting and life-affecting issues and to ensure that students have a greater understanding of the risks associated with developments in technology and lifestyle choices that exist in modern Britain. We also support students in putting their own safeguards in place.

## THE OPTIONS

Thinking about the range of subjects that students can study at Key Stage 4 is an exciting process. For many students this is the first time that there has been some element of choice. Currently, our optional subjects are:

Art: Painting and Drawing	Health & Social Care
Business Studies	History
Computer Science	Media Studies
Design and Technology	Modern Foreign Languages
Drama	Music
Food Preparation and Nutrition	Physical Education
Geography	Triple Science

All students are now required to study or train at least until the age the age of 18 and so we offer plentiful advice and guidance to students and parents when planning Key Stage 4 choices. This includes:

- A series of options assemblies including outside speakers for students;
- Tutorial sessions;
- Access to and training in web based careers programmes;
- A 'Subject Fair' for students and their parents where our options system is clearly explained and where subject teachers are available for discussion and
- An interview for all students and their parents with a senior colleague to discuss and select subjects

We are confident that our Key Stage 4 curriculum enables our students to grow into rounded young people who will be fulfilled and able to compete in the global job market of the 21<sup>st</sup>

century.

## **POST 16 (YEARS 12 AND 13):**

The majority of Chenderit students continue their post-16 education at Chenderit School, with other students joining the school to take advantage of our high standard of education and our specialised facilities. Most students follow traditional A level courses.

As with KS4 options, students have a chance to tailor their curriculum to suit their interests and ambitions for further study or training. We currently offer 24 different courses at Post 16 including new subjects to the curriculum such as Government and Politics, Photography, Psychology and Sociology. In the process of preparing for Post 16 study, all students who apply for a place at Chenderit Sixth Form are offered an interview to discuss options and aspirations.

Throughout the post-16 tutorial programme students are encouraged to develop skills to support further study (such as preparing UCAS personal statements) and life skills (such as through our 'Safe Driving' and finance units). In addition, the Study Centre for sixth form is staffed to encourage and support the students when completing independent study for their post-16 courses. Guest speakers regularly attend assemblies to present a range of options for post-16 such as, apprenticeships, gap years, studying abroad and charity work.

Students are supported to make informed choices for their future. The school provides a foundation course for those students who have not met the minimum requirements for A Level study, which includes retakes of GCSE English and Maths. Amongst our broad range of A Level subjects, we offer the facilitating subjects outlined by Russell Group Universities (i.e: English literature, history, modern foreign languages, maths and further maths, biology, chemistry, physics and geography). In order to make Chenderit students competitive candidates for any university course, further study or employment, we also offer opportunities to volunteer and to gain work experience. For one week at the end of the school year, Year 12 students organise their own work experience with the support of the school, with the aim of supporting applications for either post-18 study or employment.

## **ASSESSMENT**

Assessment is key to effective approaches in teaching and learning; it takes a number of different forms and serves a number of distinct purposes. For example, teachers use assessment to identify how much progress students have made and what further teaching should be planned to improve learning. We find parents are keen to know how their children are performing and whether they are on track in their learning for success in their end of year exams. Students are also keen to see how they are progressing and to identify what they may need to work harder at, in order to achieve their target grades.

In Key Stage 3 students are assessed against age related expectations: when longer pieces of work are marked, teachers assess against criteria for that activity. These criteria are shared with the students in advance, and the following words allow students and parents to see how their work compares to our expectations of a student at any particular point in their course:

<b>How we report progress in Key Stage 4</b>	<b>Words we use on students' work in Key Stage 3</b>
<b>Significantly above age-related expectations</b>	<b>Exceeding</b>
<b>Above age-related expectations</b>	<b>Extending</b>
<b>At age-related expectations</b>	<b>Secure</b>
<b>Below age-related expectations</b>	<b>Developing</b>

At GCSE and at A Level most courses are assessed by terminal, or end-of-course exams. Some subjects have a small element of coursework. In order to best prepare our students for this eventuality we have introduced end of year exams for each year group. Students are further supported with formalised holiday homework packs wherever extra support is needed to help them attain their expected grades. In later years (during KS4 and post-16 learning), students will have numerous exam points or “pre-public exams”. This preparation will enable our students to understand fully the demands of the new and more challenging exam system.

## **REPORTING TO PARENTS/CARERS**

Parents of students in all year groups receive at least three reports during the school academic year. At KS3, these reports provide details of each student’s attainment compared to age-related expectations, progress, commitment to classwork, quality of homework and behaviour in class. At KS4 and in the sixth form reports show progress towards targets and a currently working at (CWA) grade for each subject along with details about the student’s commitment to classwork, quality of homework and behaviour in class. In the sixth form we comment on student commitment to wider reading, and effective use of study time.

It is our hope that students and parent/carers discuss these reports and celebrate all that has been achieved whilst focusing on improving those areas that have fallen short.

All year groups have a parents’ evening calendared during the year and parents/carers and students are invited to attend this evening to meet with subject staff in order to discuss individual student progress and target improvements.

## **HOMEWORK**

At Chenderit, we are committed to supporting our students to become increasingly independent learners, ready for the challenges of KS3, KS4 and post-16 learning and life beyond school. We aim to challenge all our learners intellectually, whatever their level of ability and we want the learning experience to be an enjoyable one. We hope that students will see all work set either at school or at home as integral to their learning. Assimilating, consolidating, preparing and learning material as a course progresses is immensely helpful when it comes to revision for end of year or external exams. Homework also helps young people to develop skills of personal organisation, a sense of responsibility and self-motivation, skills which will underpin students’ successes throughout their lives.

Homework is set live on Show My Homework. Students are able to access Show My Homework with a password or generically through the school website.

## **THE SCHOOL LIBRARY AND LEARNING CENTRE**

The library and learning centre is open for student and staff use on Mondays from 8.00 a.m. until 3.30 p.m. and between Tuesday and Friday from 8.00 a.m. to 4.00 p.m.

There is a computerised catalogue to assist with finding material, together with a wide range of resources including computers. The centre has a large reference section and carries a few magazines.

The aim of the centre is to provide an interactive research area within the school for study support. A library supervisor is present through the day and for periods before and after school to assist with homework, individual research and to support the smooth running of the library.

## **THE MORE AND MOST ABLE**

We are committed to ensuring that all students fulfil their potential, and as part of that commitment we set GCSE and A level targets for all students. In drawing up these targets we have used the best information available about what we should expect of students, based on their prior attainment.

We have embraced the concept of mastery and mastery with greater depth, ideas that have been important in shaping the primary curriculum, particularly in maths. In all our subjects staff identify what they expect all students to master, in terms of knowledge, skills and understanding. We make clear to students what excellence in a task would look like, and we challenge and support our more and most able students to produce work that is above age-related expectations in terms of depth, detail, style and skill.

Our tracking of progress allows us to identify students of all ability levels, but particularly the more and most able, who are failing to produce their best work, and we intervene to support and challenge them.

In order to inspire students to the highest level of achievement we collect and share examples of good work – a “Wagoll”, or “What a good one looks like”, particularly work that meets our age-related expectations, and work that is significantly above.

Staff will aim to stretch and challenge the more and most able by asking questions that require answers at greater depth, making explicit what the criteria is for excellence in a task, setting particular challenges for the more able students and probing their responses.

A wide range of extra-curricular activities provides opportunities for students to lead others, in sport or artistic activities, to take part in trips and visits that offer enrichment and encourage aspiration, and to take the lead in discussion and debate activities.

## **THE INCLUSION CENTRE**

At Chenderit School, we endeavour to achieve maximum inclusion of all students, including vulnerable learners, whilst meeting their individual needs.

Teachers provide differentiated learning opportunities for all the young people within the school and provide materials appropriate to students’ interests and abilities, ensuring that all have full access to the school curriculum. However, at Chenderit School we believe that our young people are more than their academic profiles and in the Inclusion Centre we strive to help them to nurture all aspects of themselves, supporting them to grow into well rounded individuals.

All staff in the Inclusion Centre aim to provide curriculum access for all, securing high levels of achievement for all based on the individual. The Inclusion Centre aims to provide a wide range of support and intervention for our young people to promote students’ self-esteem and emotional well-being and to help them form and maintain worthwhile relationships based on respect for themselves and others. All staff who work within the Inclusion Centre have a high level of expertise and experience in meeting students’ needs, which is further improved upon through well targeted continuing professional development. We also work in a cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all our learners.

Finally, we pride ourselves on knowing the individual and tailoring our packages to best meet the needs of our students. We believe that by doing this, we will attain high levels of

satisfaction and participation from students, parent and carers, ultimately ensuring that all our students learn and thrive.

## **CAREERS EDUCATION INFORMATION, ADVICE AND GUIDANCE (CEIAG)**

From Year 7, students are introduced to the importance of considering their longer term aims and objectives and are invited to research a range of careers to present to their peers through tutor sessions. During Year 8, through the PSHE programme, students study an aspirations module in PSHE: an interactive careers resource called Real Game is fully exploited.

As students near the end of Key Stage 3, they consider their options for GCSE. In term 4 of Year 8 we begin with the Subject Fair which provides an opportunity for both students and parents to meet with subject staff and discuss courses and qualifications for GCSE. Students receive an options booklet prior to this event which contains a great deal of information about all the courses offered, including how they are assessed and the various progression routes from the different options. All KS3 students are also taught how to access 'UExplore' a web based programme designed to inform student options and career choices. All students have a course interview after school with parents and a member of the Leadership Team in order to finalise their choices and understand their career aspirations..

All students in Key Stage 4 and in the Sixth Form build upon their previous UExplore experiences creating a personal profile of interests and career choices. Students attending interviews at university have plentiful opportunities to practise with a range of adults in school. Throughout Key Stage 4 and whilst in the Sixth Form, students are able to hear guest speakers talk about enterprise and apprenticeships, opportunities available at other local FE and training providers and how to apply to universities and for positions within the world of work. Students are also fully supported in CV writing and with UCAS and apprenticeship applications.

There are a range of work experience opportunities available to students in the Sixth Form: some are based locally, whilst others may be further afield. In the past year we have had students engage in work experience opportunities locally, in other parts of the UK, beyond our shores in Europe and in the USA.

We help guide and advise our students to understand the future career paths that are potentially open to them. We do this by providing them with opportunities to visit the local college or participate in taster sessions during Key Stage 4 and by arranging careers advice from outside agencies, such as our local enterprise partnership.

We have a good success rate for our young people transitioning to other providers at either post-16 or post-18.

## **EQUAL OPPORTUNITIES**

The principle of equal opportunities is applied through all aspects of school life. All students, regardless of gender, race, religion or belief, sexual orientation, disability or social background have equal access to all of the school's activities whether or not they are part of the formal curriculum. There is no place at Chenderit for language, attitude or behaviour which is divisive or exclusive.

## **PARTNERSHIP WITH PARENTS/CARERS**

Students make the best progress when a positive partnership exists between the school and their parents and carers. At Chenderit we endeavour to keep parents and carers well informed about their children's progress but we also actively seek advice, support and opinion through regular questionnaires and consultations.

The school produces regular newsletters, an on-line annual calendar and valuable reminders and updates on various school activities throughout the year through our social media platform, Facebook and Twitter.

Parents and carers are an essential part of the smooth running of our school and we are actively seeking to encourage further participation with the everyday events of our school and by expanding and enhancing the opportunities available for parents to get involved in our school. Many information evening workshops and activities exist throughout the year where both parents and students participate in activities related to healthy lifestyles, mental health and wellbeing.

## **EXTRA-CURRICULAR ACTIVITIES**

Chenderit School has a long tradition of providing excellent extra or co-curricular activities. These take place at lunchtime, after school, at weekends and during school holidays. A full programme of activities is published each term and is available on the school website.

Participation in co-curricular activities is not only a means to demonstrate the independent learning skills valued by universities and employers but also offers individual students an opportunity to develop their own interests and enthusiasms. Some activities support specific subjects others develop students' awareness of the wider academic community of which they are a part and to which they make such an important contribution.

Various clubs and activities take place after school e.g. subject specific academic support, art, drama, music, sport, speech and debate. A late minibus is available to partner villages and students should sign up, in advance, at Student Services if they wish to use this facility.

### **ART**

As a Specialist Visual Arts College, we offer many opportunities for students after school to complete work independently. We are committed to providing students with opportunities to develop their skills and understanding and to help them in their journey to become artists in their own right.

### **DANCE**

There are curriculum activities available both for boys and girls and opportunities to get involved with productions and dance evenings. Every year, our musical production has a strong dance element, with some opportunities for students to choreograph their own routines. There is a specific dance extra-curricular activity, linked to our Musical Theatre Society.

### **DRAMA**

Drama has a strong reputation at Chenderit School, with many students who study drama taking part in additional opportunities both in-school and out. Many students pursue performance-related courses at both drama school and university, ranging from acting, and script-writing, right through to technical theatre courses. We stage both formal and less formal drama and theatre performance evenings, which arise from work undertaken in lessons or GCSE and A-level exam work. GCSE drama students also have the opportunity to perform to local primary school children, where appropriate.

### **MUSIC**

Chenderit has always had a very strong music tradition and there are two teachers supported by six peripatetic staff from the Northamptonshire Music & Performing Arts Trust. Several of our students have taken part in regional music groups and orchestras. There are a range of extra-curricular clubs available for students, and students are given regular opportunities to perform.

Many students have lessons within the school from peripatetic instrumental specialists. If students have been receiving tuition at their previous schools, we endeavour to ensure that this is continued at Chenderit. The price for tuition is published a term in advance.

## **MUSICAL THEATRE SOCIETY**

Over the past few years, Chenderit School's thriving Musical Theatre Society has hosted an array of successful and vibrant productions, such as; "Little Shop of Horrors", "Aladdin", "Hairspray", "A Night at the West-End", "Peter Pan" and "School of Rock".

Bi-annually we take a touring production of a pantomime around our local primary schools for two days, providing students with the excellent opportunity to work as a professional company and focus on all aspects required for a successful tour. This society meets weekly on a Thursday after school. Students who are interested in acting, singing, dance, instrumental work or backstage support are all able to join.

## **DUKE OF EDINBURGH AWARD**

Chenderit School offers students the opportunity to complete their Duke of Edinburgh Award. The scheme challenges young people aged 14 to 25 throughout the world to serve others, acquire new skills, experience adventure and make new friends. Students may enter at bronze, silver and gold levels. Bronze Award is usually undertaken in year 9, silver in year 10 and gold in year 11 and sixth form. The emphasis is on participants' elements of the award in their own time. Commitment is vital. Each award should add purpose and pleasure to a young person's life and their achievements are widely recognised in education and employment.

Students participating in the Duke of Edinburgh Award Scheme can expect to gain valuable experience of working with others both through voluntary work and through teamwork. Students can build their self-confidence by setting goals and then working towards them themselves. They will also get to push their boundaries, go exploring, discover new things about the world around them, and hopefully also discover something new about themselves.

Participants plan, train for and then undertake a journey in the countryside. The qualifying expedition is undertaken in small teams, normally unaccompanied, though supervised and assessed by adults. This year, expeditions will take place both in the Cotswolds and the Peak District.

Further information can be found on the Duke of Edinburgh website. <http://www.dofe.org/>

## **SPORT**

Chenderit School has been granted the Sportsmark Award by Sport England and the Bronze award for excellence in PE provision by the Youth Sport Trust, in recognition of our excellent physical education and sports programmes.

We set a very high standard in both curriculum and after-school activities in this area. As well as offering the major sports of football, rugby, hockey, tennis, athletics, cricket and netball, we also offer badminton, basketball, aerobics, gymnastics and table tennis.

The school has had many successes in competitive sport, for teams and individuals, at inter-school, county and national levels. The school has several representatives at these various levels in a wide variety of sports, including equestrian sports.

The school continues to have a full list of fixtures available to all students in many major sports. We are very proud of the fact that a large number of our students have represented the school in one sport or another over the last few years. We think this is a credit to our community ethos and to the ambition and dedication of our students and staff.

## **EDUCATIONAL VISITS**

In year 7 students visit Warwick Castle, The Black Country Museum and Whipsnade Zoo. These trips support learning in History and Science. The year group also attend camp in the summer term. This is a week of outdoor educational activities focussed on team building, resilience, independence and problem solving at Kibblestone in Staffordshire.

In other year groups, Chenderit offers a wide range of residential and non-residential activities outside the classroom to support learning. Such activities range across many departments. These have included Geography field trips to Swanage and Iceland. History trip to Washington and Belgium, Modern Foreign Languages visits to France, Germany and Spain and Easter ski trips to Italy.

Chenderit offers students in KS4 and in the Sixth Form the opportunity to participate in, and complete the Duke of Edinburgh Bronze, Silver and Gold awards.

## **INSURANCE**

Parents are advised that the school has a policy which provides cover for pupils whilst on any trip authorised and organised by the school involving travel outside the designated school boundaries. However, as with all insurance, if there are any specific issues parents/carers are advised to check with the senior member of staff responsible for school visits for more detailed information, if required.

## **CHARGING AND REMISSIONS POLICY**

Chenderit School Charging and Remissions Policy has been compiled in line with current DfE guidelines and in accordance with sections 449-462 of the Education Act 1996, which permits visits and activities to take place by way of voluntary contributions from parents.

Due to the limited funds in the delegated budget, the Governing Body is likely to make a charge to cover the wide range of activities and educational experiences that enhance the curriculum. We therefore ask parents to make contributions to enable these activities to take place. A full statement of the school policy may be obtained from the school.

# **STUDENTS' PASTORAL CARE**

## **TRANSITION FROM PRIMARY SCHOOL**

Arriving at a new school is an exciting development in any young person's life and we aim to make young people feel at home as quickly as possible.

The induction programme into Chenderit has been widely praised. We work very closely with all our feeder primary schools to ensure a smooth transition into secondary school. This close liaison enables students to transfer with little difficulty and to settle down quickly into this crucial stage of their education.

Smooth transition is made possible by:

- regular contact between subject co-ordinators and primary colleagues;
- the effective liaison with regard to students' welfare with primary schools;
- the opportunity to visit and work at Chenderit through our Primary Transfer Days and
- Head of Learning for Year 7 (Mrs Hoose) visiting primary schools throughout the summer term to talk to teachers and students.

We also offer the opportunity for parents to visit our school and work with staff in our “Helping Your Child Succeed” workshops for Year 7. These are run in the Autumn Term: three are of a general nature and the rest are subject based. Parents/carers have been extremely positive about Chenderit’s successes in inducting new students.

## **THE GUIDANCE AND INCLUSION TEAMS**

Meeting students’ individual pastoral and academic needs lies at the heart of the school’s Guidance and Inclusion Teams. Heads of Learning, tutors and senior leaders work closely to build each child’s self-esteem, increase engagement with the curriculum and remove any barriers that might hinder learning and achievement.

Each student is placed in a tutor group and guided by the tutor, who oversees each child’s progress on a day to day basis. We place the student tutor relationship at the centre of the child’s experience at Chenderit School. Additional support and guidance for specific academic, emotional or behavioural needs are addressed through the range of inclusion services provided by the school within the Inclusion Centre.

The entire Guidance Team works hard to enable every child to access fully, all opportunities as well as enjoy and succeed during their time at Chenderit School. High expectations, in terms of academic success, personal achievement and behaviour are regularly communicated and rewarded.

### **STUDENT COUNCIL**

At Chenderit School we are committed to listening to student feedback, and maximising the involvement of students across the school. The opportunities for students to feedback their views at Chenderit School are continually expanding, and one of the major ways in which students can influence school life is through the School Council.

We have a solid Year Council structure, with each tutor group represented at regular meetings with the School Council Co-ordinator. In addition to this each year group elects two delegates to the School Council, which regularly discusses issues such as learning, school environmental issues, school catering and bullying.

In addition, formal and informal opportunities are created to enable students (and parents) to express their views about the life of the school. Recently we have been hearing about the canteen, extra-curricular opportunities, the curriculum and homework. We firmly believe that the key to a child’s engagement at school is their belief that they are valued and listened to by adults. This “Student Feedback” programme forms an integral part of our annual review of the school and informs our school improvement plan.

## **BEHAVIOUR FOR LEARNING**

At Chenderit School we seek to support young people in a caring and rewarding environment so that they are able to reach their academic potential and develop the social and emotional skills necessary for success in wider society and in the workplace. We aim to support young people in developing the resilience, self-control and supportive awareness of others, which enables them to be successful at school and beyond.

In doing so, we strive to develop in our young people a strong understanding of choices and of the fact that all actions have consequences, both positive and negative, which, in school, result in valued rewards or sanctions. Our students behave well and are a credit to themselves, their families and the school. We believe in respect, pride and responsibility from one another.

### **AIMS**

- To ensure that all members of the school community feel valued and safe

- To promote good behaviour, independence, self-control, resilience, self-esteem, respect and understanding among our entire community
- To ensure a fair and consistent response to both positive and negative behaviours
- To provide a safe environment free from disruption, violence, bullying, threats and harassment
- To encourage a positive relationship with parents and carers
- To allow teaching and learning to be outstanding and at the forefront of our school community

## **RESPONSIBILITIES**

### **THE GOVERNING BODY**

- works with the Headteacher and staff to ensure that the safety and security of all students is of paramount concern
- supports the Headteacher and staff in maintaining high standards of learning and behaviour
- ensures they have an awareness of trends in positive and negative behaviours and the school's actions to promote positive behaviour

### **THE HEADTEACHER, LEADERSHIP TEAM, HEADS OF DEPARTMENT AND GUIDANCE AND INCLUSION TEAMS**

- work together and work with all staff to ensure that all students are safe and feel safe
- ensure that the behaviour policy is consistently applied
- lead the school in defining the expected standards of behaviour
- ensure that there is a consistent understanding of the standards of behaviour required
- ensure that all staff use praise, rewards and sanctions consistently and fairly
- guide and support staff in applying the behaviour for learning policy
- support and teach students to develop self-discipline, resilience, self-esteem, respect and understanding of others
- use tutor time, year assemblies, and other occasions to reinforce and celebrate positive behaviour and to address negative behaviours, where appropriate

### **TEACHING AND SUPPORT STAFF**

- work together to ensure that all students are safe and feel safe
- apply the behaviour for learning policy consistently following agreed systems and procedures
- have a clear and common understanding of the expected standards of behaviour and ensure that these are followed by all students
- use praise, rewards and sanctions consistently and fairly
- support and teach students to develop self-discipline, resilience, self-esteem, respect and understanding of others
- request support or advice when required

### **PARENTS/CARERS**

- have an awareness of the school's behaviour for learning policy and expectations of behaviour
- support your child in developing self-discipline, resilience, self-esteem, respect and understanding of others
- support school staff by encouraging your child to respect and comply with the behaviour policy
- fulfil the expectations for parents as outlined in the home-school agreement

### **STUDENTS**

Students are expected to uphold high standards by:

- ensuring that all students are able to feel safe and to be safe in school
- engaging in and developing their own learning
- completing high quality work

- meeting deadlines
- respecting the school's published school uniform policy
- supporting other students and adults in the school community
- behaving appropriately and demonstrating high levels of self-control
- encouraging others to behave well and reporting any issues to an adult

Students are expected to “aim high, work hard and be nice”. They are encouraged to enjoy and achieve and to ask, “How can I help?”

### **PRAISE AND REWARDS**

Staff take every opportunity to praise progress, achievement, appropriate behaviour and effort. Rewards include:

- Verbal praise to students and/or parents
- Group, peer and self-evaluation
- Display of students' work
- Written praise on work, in the school newsletter or on the school's website
- Achievement Awards which are recorded electronically by staff where they believe a student has made good progress in their achievement, behaviour or effort
- Praise postcards which are issued when students demonstrate outstanding or sustained progress in their achievement, behaviour or effort
- Celebration in tutor time and assemblies each week
- Certificates for good achievement and/or behaviour
- End of year trips for those students who have accumulated the most achievement points
- Praise for individuals, groups or classes from Heads of Department, Heads of Learning, the Leadership team and Governors
- Formal letters of praise and presentation of certificates.

### **CELEBRATION EVENING**

Each year prizes are awarded to students in Key Stages 3 and 4 and in the Sixth Form for outstanding achievement, effort and contribution to school life.

### **BULLYING**

We are committed to providing a caring, friendly and safe environment for all of our students, so that they can learn in a comfortable and secure atmosphere. Bullying of any kind is unacceptable behaviour at our school.

Bullying is the repetitive, intentional hurting of one person or group by another person or group where the relationship involves the imbalance of power.

Bullying can be emotional, physical, racist, sexual, homophobic, biphobic, transphobic as well as verbal or electronic. All bullying results in varying levels of distress and anxiety to the victim; we believe it also endangers the perpetrator.

### **PREVENTION OF BULLYING**

The tutorial and PSHE programmes regularly focus on the issue of bullying. These programmes enable all students to develop strategies to deal with bullies and ensure all students are aware of our clear anti-bullying policy in our school community.

Staff and students are guided on how to spot the signs or symptoms of a child being bullied. Our fundamental belief is that our best hope of permanently stopping bullying in our school is when our entire community (that includes students, staff and parents) deals with any problem as early as possible and practicable.

Victims of bullying receive sensitive and effective care, often working closely with their friends, family and, in special cases, outside agencies. Similarly, bullies can expect to receive

appropriate sanctions in line with our behaviour for learning policy and will be expected to work closely with the school, parents and, in some circumstances, outside agencies to improve their behaviour. All students must respect and observe the right of our peers to feel safe and be happy. The school often adopts a restorative justice approach, enabling the victims to express themselves in a controlled and comfortable environment. Additionally, anti-bullying ambassadors work with students in helping to raise awareness and employ strategies for students to develop their social skills with one another.

A copy of the school's anti-bullying policy is available upon request.

## **HEALTHY EATING**

The canteen follows the School Food Trust Guidelines and we partake in Healthy Eating Week which is run by the 'Food a Fact of Life' organisation.

### **'BODY EDGE'**

Body Edge is an advisory service provided by the NHS and Oxfordshire County Council. Chenderit is one of the schools which works with the Body Edge programme. Body Edge is held once every two weeks during the school lunch break and is staffed by a member of the Specialist School Nurse Service. It offers advice on a whole range of health issues such as smoking, exercise, diet, weight, contraception (including, when appropriate, giving contraceptive supplies), acne, drugs, alcohol, stress, mental health and well-being.

Body Edge does not replace the service available from the family doctor. Local GPs support and liaise closely with Body Edge. The Body Edge team are experienced community health practitioners who take a responsible attitude to dealing with issues and concerns. The school has been pleased to be a partner in the Body Edge programme over the last few years.

## **MEDICAL CARE**

Medical welfare assistance during the day is provided by a team of support staff and trained first-aiders. Should an emergency arise, a student may be taken to the Horton General Hospital in Banbury which is within easy reach of the school.

Parents/Carers will be notified if their son or daughter becomes ill enough to be a concern at school, and if the parent or carer is temporarily unobtainable, care will be taken of the student until contact with a parent/carer is made.

We ask parents/carers to let us have such confidential medical information as we may need and parents/carers are always welcome to contact the school to discuss matters of their son's or daughter's health and/or well-being.

# **ADDITIONAL INFORMATION**

## **SCHOOL UNIFORM**

Students at Chenderit School are excellent ambassadors for the school and they show a sense of pride in being members of the whole school community. This sense of belonging is reflected in a pride taken in displaying the highest standards in relation to personal appearance and in the wearing of our school uniform, details of which can be found later in this prospectus. Whilst every effort has been made to ensure that the cost of school uniform is both reasonable and value for money, we do acknowledge there may be some parents who have difficulty in funding our uniform. If that is the case, the school can be approached and some financial support may be available.

**CORRECT SCHOOL UNIFORM IS REQUIRED AT ALL TIMES IN SCHOOL,  
ON JOURNEYS TO AND FROM SCHOOL AND ON SCHOOL VISITS.**

## Statutory Uniform Years 7-11

The uniform for boys and girls is shown below. Girls may choose to wear either trousers or a skirt and either socks or tights.

- Sweatshirt - black with school badge (school sweatshirt only);
- Trousers – smart, black, plain formal / business style (no jeans, casual style, cords, chinos, tight or skinny style trousers, jegging etc.);
- Shirts - white polo shirt with school badge;
- Shoes - black in a plain, sensible style (no sling backs, high heels, boots, black or other trainers, trainer style shoes, canvas shoes etc.) and
- Socks - plain black or dark grey

Optional (girls)

Skirt - black in a plain, smart style and no shorter than approximately 2" above knee. No lycra or tight fitting skirts.

Tights - black or natural plain design (no leggings).

For religious purposes, black headscarves / hijab may be worn.

Additional notes:

- Extremes of style or fashion are not acceptable (e.g. tramlines, unnatural hair colourings or two-tone hair colouring).
- Only one small round plain stud earring is allowed in each ear. No other piercings are to be worn in school. It is not acceptable to cover other piercings. Please ensure that any other piercings are undertaken at an appropriate time so that they are always removed during school hours.
- T-shirts or vests worn under polo shirts should be plain white and should not be visible at the collar or cuff. No logo design should be seen through the polo shirt.
- Light/discreet make up is allowed.
- No coloured nail varnish, false nails or jewellery are permitted. (This is a particular health and safety issue when students are in the technology, food technology and PE environments)
- The wearing of a 'hoodie' at school is not acceptable.

## P.E. UNIFORM

	<b>BOYS</b>	<b>GIRLS</b>
PE RUGBY SHIRT (Reversible)	Compulsory	Optional
BLACK/RED PE SHORTS/SKORT	Compulsory	Compulsory
HOOPED RED/BLACK SPORTS SOCKS	Compulsory	Compulsory
ZIP TRACK TOP	Optional	Optional
GIRLS FITTED PE POLO SHIRT	No	Choose Fitted or Unisex Polo
UNISEX PE POLO SHIRT	Compulsory	Choose Fitted or Unisex Polo
HOODED PE SWEATSHIRT	Optional (advisable)	Optional (advisable)

Sports leggings are permitted but must be manufactured for 'performance wear', ie; a lycra/polyester blend capable of wicking moisture away from the skin's surface and withstanding high intensity activity. Cotton or fashion type leggings are not permitted.

## Students Representing the School

- Students representing the school are required to wear full school uniform (or tracksuits as directed on occasions).
- Shin pads are to be worn for football and hockey.
- Safety studs must be worn in boots.
- Whites for cricket and tennis are encouraged.

## Practical Subjects

For practical subjects a washable apron (to cover uniform) is essential for protection

## Labelling Belongings

To prevent your child from mislaying his/her belongings, we ask parents to label uniform, PE kit, outdoor coats etc. Any lost property found around the school is sent to lost property (located in the corridor between Science and Languages) where it is kept for a reasonable period. If an item is named it can be returned promptly.

Currently, our school uniform is ordered directly from our supplier School Trends and either delivered directly to the school, or to your chosen address. The School Trends link can be accessed as follows:

- [www.chenderit.northants.ch.uk](http://www.chenderit.northants.ch.uk) (Parent, School Uniform)
- [www.schooltrends.co.uk](http://www.schooltrends.co.uk) (Parents, Choose School)

Alternatively, an order form can be obtained from the Inclusion Centre reception and posted with a cheque directly to School Trends.

Uniform is available to loan in emergencies. Students should see their tutor or Head of Learning before the start of tutor time.

**Please note that at the current time we are consulting with all stakeholders about our school uniform and there may be changes in design and supplier in preparation for September 2019.**

**IF IN DOUBT PLEASE ASK BEFORE PURCHASES ARE MADE**

## TIMES OF THE SCHOOL DAY

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Registration Assembly	8.40 a.m.				
Period 1	9.05 a.m.	9.05 a.m.	8.45 a.m.	9.05 a.m.	9.05 a.m.
Period 2	10.05 a.m.	10.05 a.m.	9.45 a.m.	10.05 a.m.	10.05 a.m.
Break	11.05 a.m.	11.05 a.m.	10.45 a.m.	11.05 a.m.	11.05 a.m.
Period 3	11.30 a.m.	11.30 a.m.	11.10 a.m.	11.30 a.m.	11.30 a.m.
Period 4	12.30 p.m.	12.30 p.m.	12.10 p.m.	12.30 p.m.	12.30 p.m.
Lunch	1.30 p.m.	1.30 p.m.	1.10 p.m.	1.30 p.m.	1.30 p.m.
Registration and Period 5	2.00 p.m.	2.00 p.m.	1.40 p.m.	2.00 p.m.	2.00 p.m.
End of School	3.05 p.m.	3.05 p.m.	2.45 p.m.	3.05 p.m.	3.05 p.m.

## ATTENDANCE

If a student cannot attend school, through illness, we ask parents/carers to inform the tutor and to send a note on their return.

The telephone number for reporting student absence is 01295 711567 option 5 or alternatively by email to our attendance officer who can be contacted on [attendance@chenderit.northants.sch.uk](mailto:attendance@chenderit.northants.sch.uk), or by text on 07860002634.

## ATTENDANCE AND HOLIDAYS

Details of the school's attendance policy are provided for parents/carers in September each year, at the New Intake Evening in the Summer Term and for new families on admission.

Parents/carers are particularly requested not to withdraw their sons or daughters from school for holidays during term time. Holiday absence will normally be registered as unauthorised and is likely to be fined with a fixed penalty fine. A break in studies and assessment may seriously impair a young person's education and such a break should only be undertaken as a last resort. Request for Leave of Absence from School in Term Time request forms are available from the Inclusion Centre Reception and the school website and are returned to school on completion.

If parents wish to know about any of our policies they are invited to tour our website or contact the school to request either an electronic or paper copy.

## **TRANSPORT**

Students aged 11 – 16 who live in Northamptonshire, and for whom Chenderit is the allotted secondary school, and who live more than three miles from the school by the shortest walking route, are entitled to free school transport to and from school. Bus timetables and amendments to these timetables are published regularly.

Students who travel by school bus must carry their valid bus pass at all times, and conduct themselves correctly and maturely. This includes staying seated whilst the bus is in motion and where buses are fitted with seatbelts they must be worn at all times. The authority and the contractor have the right to refuse to transport anyone misbehaving or endangering the safety of passengers or other road users. Students at Chenderit have a good reputation for behaving sensibly and with maturity on our school buses. School buses are regularly monitored by Chenderit staff and by NCC and bus company staff.

Students who attend Chenderit and live outside the Chenderit preference area need to understand that the parents are responsible for transport to and from school, and for ensuring that the transport used gets the students into school in good time for morning registration at 8.40.am. Privately arranged buses operate where there is sufficient demand. The Stagecoach 500 bus operates between Banbury and Brackley approximately every 30 minutes. Students using this service must cross the main road safely and sensibly.

All students over sixteen have to pay for their transport except in cases of hardship. Details of charges and pass applications can be obtained from Student Services/Finance Office. Queries regarding buses should be directed to Student Services/Finance Office.

## **FREE SCHOOL MEALS**

Chenderit School's Free School Meals application service is provided by Learning, Skills and Education.

Please see below the criteria and application process, which can be accessed via our website.

Do you receive one of the following benefits?

1. Income Support
2. Income Based Job Seekers Allowance
3. Child Tax Credit Only (with income up to £16,190) with no element of Working Tax Credit
4. National Asylum Seekers Support
5. Guarantee Element of the State Pension Credit
6. Employment and Support Allowance (Income Related)
7. Universal Credit

If you receive Working Families Tax Credit which is going to stop as you have just become unemployed, or reduced your hours to less than 16 hours per week, you can apply for Free School Meals before your working Tax Credits end.

Please note that children being **fostered are not normally eligible** to claim free school meals as the fostering allowance paid is intended to cover the cost of the provision of meals for the child.

For additional information, please email [freeschoolmeals@northamptonshire.gov.uk](mailto:freeschoolmeals@northamptonshire.gov.uk)

#### **APPLICATION PROCESS:**

**To apply for Free School Meals please complete the on-line application form** which can be found on Chenderit School's website:

<http://www.chenderit.northants.sch.uk/school-meals.asp>

# ADMISSIONS

## ADMISSION ARRANGEMENTS

Decisions about the allocation of places at Chenderit are taken by the Local Authority. The standard number of admissions to Chenderit School (PAN) from September 2019 is 180. We feel that the most effective advice we can provide is for parents/carers who do want their child(ren) to come to Chenderit to persevere and liaise with the school.

In the event of oversubscription, places at Chenderit School are allocated by Northamptonshire Local Authority in the following order of priority:

1. Children in public care (looked after children) or previously in public care.
2. Students who live in the linked area associated with the school: Appletree, Aston-le Walls, Chacombe, Chipping Warden, Culworth, Edgcote, Farthinghoe, Greatworth, Kings Sutton, Lower Boddington, Marston St Lawrence, Middleton Cheney, Moreton Pinkney, Overthorpe, Plumpton, Stuchbury, Sulgrave, Thenford, Thorpe Mandeville, Upper Boddington, Warkworth, Weedon Lois, Weston and Wappenham\*.
3. Students who will have an older brother or sister continuing at Chenderit School at the time of admission of the younger child.
4. Students attending the designated contributory Primary Schools: Boddington, Chacombe, Chipping Warden, Culworth, Farthinghoe, Greatworth, Kings Sutton, Middleton Cheney, St Loys, St Mary's Catholic Primary and continuing in attendance until the final offer of places is made.
5. Students selected for their aptitude in the visual arts. A maximum of 10% will be selected through the presentation of a portfolio and assessments as to aptitude. (If you are applying for one of the aptitude places you will need to submit a portfolio to the school by the closing date, which is 19<sup>th</sup> October 2018. Please contact the school directly for details of what to include in your portfolio).
6. Children of staff who have been directly employed by Chenderit School for a period of not less than 2 calendar years at the time of the child's admission and continuing to be in direct employment at the time of the child's admission.
7. Other students.

\*Please note that the County Council does not provide transport from Wappenham to Chenderit School.

Places will be allocated to students who have an Education Health Care Plan (EHCP) or where the document names the school as appropriate provision.

## DISTANCE TIEBREAKER

If the admission number is exceeded within criterion (2), priority will be given to those who live furthest from the nearest alternative school. If the admission number is exceeded within criterion (5), priority will be given according to aptitude scores. If the admission number is exceeded within any other criterion, priority will be given to those who live closest to the school measured in a straight line using NCC's GIS.

## SIXTH FORM ADMISSIONS

Admission to Chenderit Sixth Form is considered with regard to a number of factors which enable the best options to be identified for individual students. These factors include:

- the availability of courses
- the qualifications and ability needed to benefit from those courses
- the potential of the student to develop in a range of academic and personal ways
- the desire and motivation to make the most of the opportunities on offer

- the ability of individual students to agree to the terms of study and conduct within the sixth form

Please see our website for further details.

## **ADMISSION TO CHENDERIT SCHOOL SEPTEMBER 2019**

### **VIA CRITERIA 'V' - APTITUDE FOR THE VISUAL ARTS**

*If places are available after the application of the first four criterion for admission then criteria v is applied up to a limit of 18 students in any one year*

**All applications must be submitted with a completed and signed verification form.**

**Arrangements are as follows:-**

Students will be required to submit to Chenderit School main office a portfolio or sketchpad of at least 10 pieces of work, by 19<sup>th</sup> October 2018, some involving colour, showing a range of content to include at least one of each of the following: -

- i) A view e.g. a landscape, cityscape or window view
- ii) A portrait
- iii) A group of objects, at least 3, of own choice drawn as a group
- iv) A detailed line drawing
- v) A piece of work about an artist, to include a small collection of printed images with student's thoughts and opinions about him or her

Students may include other work of their own selection

# ADMISSION TO CHENDERIT SCHOOL

## VIA CRITERIA 'V' - APTITUDE FOR THE VISUAL ARTS

Please complete and attach to the portfolio/sketchpad of work being submitted.

Date of submission.....

Name of student submitting criteria 'V' work .....

School attended.....

I can confirm that the work submitted by the above-named student is original work and completed entirely by the student.

Signed ..... print name.....

Relationship to student.....

The work provided will be available for collection after 7<sup>th</sup> December 2018.

## STAFF LIST 2018-2019

MS ARROYO	(p.t.) Teacher of MFL (Head of Spanish)
MRS ATTERBY	(p.t.) Teacher of Technology (Textiles/Food)
MRS BAGGA	(p.t.) Teacher of Maths
MRS BAILEY	Lunchtime Supervisory Assistant
MISS BALL	Deputy Head of Art (maternity leave)
MR BARBER	Leading Practitioner/Teacher of History
MRS BARLOW	Examinations Manager
MR BELSTONE	Head of Sixth Form/Teacher of Geography
MISS BENSON	Teacher of English
MRS BIRKBECK	(p.t.) Teacher of English
MS BORA	Teacher of Social Sciences
MRS BOSWELL	Repro Technician/Uniform
MS BROADY-BENNETT	Deputy SENDCO
MR BROWNETT	Assistant IT Manager
MISS BRUCE	Teacher of PE/PSHE
MRS BRUNT	(p.t.)Teacher of Social Sciences (maternity leave)
MR BURNETT	Teacher of Maths
MRS CAIGER	Teaching Assistant
MR CAIGER	Cleaning Supervisor
MRS CARTWRIGHT	Headteacher
MISS CHANNER	(p.t.) Deputy Head of Science
MR CHRISTY	Head of Art
MRS COLEMAN	SENDCO
MRS COLEMAN	(p.t.) Teacher of RS
MRS COOPER	Teacher of Maths
MISS CRAMB	Head of Learning (Y9)/Teacher of Art
MR DAHAL	Teacher of Maths
MISS DALE	Assistant Headteacher/Head of English
MR DEAKIN	Head of Social Sciences
MR DHESI	Teacher of Science
MRS DIXON	Head of Learning (Y11) and Teacher of Media
MISS EVANS	Teacher of MFL (French and Spanish)
MR FITTON	Head of Learning (Y10)/EVC/Teacher of PE/PSHE
MR FOLEY	Head of Maths
MISS FRANKLIN	Art & Design Technician
MS GODFREY	Deputy Head of English
MR GOWERS	Teacher of History
MISS GREENING	Teacher of V-Certs/Cover Supervisor/Support Staff Governor
MRS HALL	Science Technician
DR HAYCOCK	(p.t.) Deputy Head of Science
MRS HAYWOOD	(p.t.) Teacher of Music
MRS HEAVERMAN	(p.t.) Teaching Assistant
MR HEBDEN	Deputy Head of PE/PSHE and School Council/Student Voice Co-ordinator
MR HOLLAND	Head of Learning (Y8)/Teacher of DT
MRS HOOPER	Safeguarding, Student Welfare and Parent Support Advisor <b>Designated Person for Child Protection</b>
MRS HOOSE	Head of Learning (Y7), Transition 6-7/Teacher of Health & Social Care
MRS JACKMAN	Data Manager
MRS JACKSON	Technology Technician
MISS JACKSON	(p.t.) Head of Drama
MRS JACKSON	Finance Manager
MRS JEARY	Teaching Assistant

MR KEMP	Deputy Head of MFL (Head of French)
MS KENNEDY	Teacher of Maths
MRS KING	Teacher of PE/PSHE (maternity leave)
MR LEDGER	Head of Performance Learning
MRS LEIBLING	(p.t.) Teaching Assistant
MR LEROY	Teacher of Science
MRS LESTER	(p.t.) Teacher of PE/PSHE/Health & Social Care
MRS LEWIS	(p.t.) Staffroom Assistant
MR LLOYD-JONES	Deputy Head – (Pastoral and Behaviour)/Teacher of Art/Photography <b>Designated Senior Person for Child Protection</b>
MRS LYDEN	Secretary to the Senior and Inclusion Teams
MRS MACARTHUR	Attendance Administrator
MR MACRORY	Head of History
MRS MAFFEY	Teacher of Science
MR MARCHINGTON	Teacher of Science
MRS MARRIOTT	(p.t.) Teacher of Technology (Graphics/Textiles)
MRS MARTIN	PA to Headteacher and Leadership Team; Clerk to Governors/Company Secretary/Personnel Manager
MR MARTIN	Site Manager
MRS MCILWAIN	(p.t.) Teacher of Science
MRS MCMAHON	(p.t.) Teacher of Maths
MRS MILLAN	(p.t.) Head of RS
MISS MONTAGUE	Deputy Head of English
MRS MORIARTY	Lunchtime Supervisory Assistant
MRS MORTON	Cover Supervisor
MS NORRIS	Sixth Form Study Skills Supervisor
MISS O'DRISCOLL	(p.t.) Cover Supervisor
MR OSBORNE	(p.t.) Teacher of Media
MRS PENNELLS	Deputy Head of Maths
MR PILENDIRAM	Senior Network Manager
MR PITCHFORK	Teacher of Business Studies and Geography/Social Media lead
MRS PREEDY	(p.t.) Lunchtime Supervisory Assistant/Lost Property
MISS REED	(p.t.) Professional Tutor/Co-ordinator of the New Staff Programme/Teacher of Geography
MR REID	(p.t.) Teacher of Technology/Workshop Technology Technician
MRS REPELOVA	Science Technician
MS RHODES	Head of Computing/IT and Online Safety
MRS RIGBY	(p.t.) Teacher of English
MRS RISBRIDGER	(pt) Admin & Secretarial Assistant
MRS ROSE	Learning Resource Manager
MRS ROWE	Deputy Head of Sixth Form/Deputy Head of Technology
MISS SAUNDERS	Teacher of RS & History
MRS SARTI	Teacher of MFL (French and German)
MRS SIVYER	Teaching Assistant
MS SMART	Teaching Assistant
MRS SMITH	Deputy Safeguarding, Student Welfare and Parent Support Manager <b>Designated Person for Child Protection</b>
MRS STUART	Admin Assistant/First Aider
MISS TAYLOR	(p.t.) Teacher of MFL (German and French)
MRS TAYLOR	(p.t.) Head of Geography
MR TAYLOR	Deputy Headteacher (Curriculum and Teaching) /Teacher of English
MR THOMAS	Teaching Assistant
MR VICKERS	Head of PE/PSHE

MR VINCIGUERRA	Art & Design Technician
MR WARD	Teacher of English
MRS WILKINSON	(p.t.) Finance Assistant
MISS WILLETT	Head of Business Studies/Enterprise and Media Studies
MR WILLIAMS	Assistant Head/Head of Science
MR WILLIAMSON	Head of MFL (German and French)
MISS WINKLER	Cover Supervisor
MR WOODCOCK	Assistant Headteacher/Head of Technology
MRS YOUNG	(p.t.) Teacher of PE/PSHE

# GOVERNING BODY

## Term of Office

Mr R Bell (Chair of Governors)	10.03.18 – 09.03.22
Mrs N Bell	04.10.18 – 03.10.22
Mrs L Davis	20.02.16 – 19.02.20
Mr S Meacham	26.11.16 – 25.11.20
Mr D Scott	20.03.18 – 19.03.22
Dr P Davies	19.01.15 - 18.01.19
Mrs J Dowden	19.01.15 - 18.01.19
Mrs M Carter	29.06.15 – 28.06.19
Mr I Walker (Vice Chair of Governors)	04.09.17 – 03.09.21
Mrs A Pope	14.10.17 - 13.10.21
Mr E McCall	15.05.18 - 14.05.22
Ms S Wilson	15.05.18 - 14.05.22
Ms A Greening	05.12.16 – 04.12.20
Mr P Marchington	01.09.18 – 31.08.22
Mr A Pitchfork	01.09.18 – 31.08.22

Mrs J Cartwright Headteacher

### Chair of Governors

Mr R Bell  
c/o Chenderit School

### Clerks to the Governors/Company Secretary

Mrs B Martin  
c/o Chenderit School and

Ms K Buttle  
c/o Chenderit School

## CHENDERIT SCHOOL ASSOCIATION (FORMER PTA)

Should you wish to re-establish our CSA, please refer to Mr Woodcock

# SCHOOL PERFORMANCE DATA

## DESTINATIONS OF SCHOOL LEAVERS 2018

	Year 11	Year 12	Year 13
Age in September 2016	15 Years	16 Years	17 Years
Total number in age group	148	20	89
School or FE course	92%	50%	1%
HE course	n/a	n/a	67%
Modern Apprenticeship	7%	30%	12%
Employment	n/a	5%	17%
Other category*	1%	15%	3%

## RATES OF AUTHORISED AND UNAUTHORISED ABSENCE

These figures reflect the number of students who are absent on occasions without reasons being produced by parents. They do not mean that the student has been truanting. Parents need to be aware that unless an explanation is received for ALL absences, then that period of absence will be coded as 'unauthorised' and appear on the student's record. We ask, therefore, for all parents to co-operate with the school in this regard.

Number of students' compulsory school age:	828
Number of possible student sessions:	314640
% of <u>authorised</u> absences:	4.26%
% of <u>unauthorised</u> absence: (includes term-time holidays)	0.64%

# SCHOOL TERM DATES

<b>2018</b>	<i>Staff Training day</i>	<i>4<sup>th</sup> Sept 2018</i>
	<i>Staff Training day</i>	<i>5<sup>th</sup> Sept 2018</i>
	Term 1 – school re-opens	6 <sup>th</sup> Sept 2018
	Term ends	19 <sup>th</sup> Oct 2018
	Term 2 – school re-opens	29 <sup>th</sup> Oct 2018
	Term ends	18 <sup>th</sup> Dec 2018
	<i>Staff Training day</i>	<i>19<sup>th</sup> Dec 2018</i>
<b>2019</b>		
	Term 3 – school re-opens	3 <sup>rd</sup> Jan 2019
	Term ends	15 <sup>th</sup> Feb 2019
	Term 4 – school re-opens	25 <sup>th</sup> Feb 2019
	Term ends	5 <sup>th</sup> April 2019
	<i>Staff Training day</i>	<i>23<sup>rd</sup> April 2019</i>
	Term 5 – school re-opens	24 <sup>th</sup> April 2019
	<i>Staff Training Day</i>	<i>3<sup>rd</sup> May 2019</i>
	Bank Holiday	6 <sup>th</sup> May 2019
	Term ends	24 <sup>th</sup> May 2019
	Term 6 – school re-opens	3 <sup>rd</sup> June 2019
	Term ends	24 <sup>th</sup> July 2019

## **EXAM RESULTS AND ACHIEVEMENT 2018**

In 2017, new English and maths GCSEs were introduced along with a new grading system (9-1). In 2018 this was extended to most other subjects meaning that direct comparison of data from one year to the next is currently not possible.

	2018
English 4+ (standard pass)	76%
Maths 4+ (standard pass)	66%
Both English and maths 4+	60%
Both English and maths pass (9 – 1)	98%
English 5+ (strong pass)	61%
Maths 5+ (strong pass)	47%
5+ standard passes	60%
5+ passes (9 – 1)	97%

From a cohort of 148 year 11 students 21 achieved seven or more grades 9 – 7 or A\* -A.

### **Post 16: A Level Results**

% of entries	<b>2016</b>	<b>2017</b>	<b>2018</b>
<b>A*/A Grades</b>	<b>23</b> (target 25%)	<b>23</b> (target 15%)	<b>20</b> (target 16%)
<b>A* - B Grades</b>	<b>48</b> (target 44%)	<b>48</b> (target 49%)	<b>42</b> (target 41%)
<b>A* - E</b>	<b>97</b>	<b>99</b>	<b>99</b>