

Chenderit School

A Visual Arts College

MAIN SCHOOL PROSPECTUS

2022-2023



aim high

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**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 approximately 1100 students who attend Chenderit School, including 200 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

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 with a strong academic core for all students, equal in ambition to the National Curriculum and leading to high-status qualifications. Our curriculum has a traditional blend of subjects and activities, supplemented by Extended Project Days during which the timetable is "collapsed" and broad, integrated, often cross-curricular activities are undertaken.

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 year 7, 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 or teacher assessments when this information is not available. 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 preparation for year 8, we review groupings, and may choose to re-group individuals, and sometimes the whole cohort in a particular subject in order to allow students to work with different people, or where we feel we are better able to provide the support and challenge needed.

In years 7 and 8 students currently study English, Maths, Science, History, Geography, Art, Computing, Music, Personal Development, (including PSHE), Physical Education, Religious Studies and Technology. All students also 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, students start a second modern foreign language, German. Students who have not studied French because they followed the extra literacy course have the opportunity to start German if we believe it will be of benefit to them. All students follow a structured programme of study during tutor time that covers Life in Modern Britain, and supports the personal development or PSHE curriculum.

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. Three years of study 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. Year 9 is a foundation year for GCSEs, in which students focus in more detail on the skills, and as the year goes on, increasingly the content of GCSE specifications.

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 6 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 Development Curriculum

The Personal Development curriculum at Chenderit School encompasses personal, social, health and economic education (PSHE), a tutor programme, core PE and extra-curricular opportunities.

PSHE is a school subject through which students develop the knowledge, skills and understanding they need to keep themselves healthy and safe, and to prepare for life and work. PSHE programmes have an impact on both academic and non-academic outcomes for students.

Certain aspects of the PSHE curriculum are statutory, mainly related to the teaching of Relationships, Sex and Health Education at secondary level.

This means that by the end of secondary education, students will have learned about:

- Families
- Respectful relationships including friendships
- Being safe
- Intimate and sexual relationships including sexual health
- Sexual harassment/abuse/violence and exploitation
- Peer on peer abuse
- Child criminal exploitation
- Female genital mutilation (FGM)
- The law regarding relationships
- Menstruation
- Physical health and mental wellbeing
- Internet safety and harms
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- The changing adolescent body

Our Personal Development curriculum also encompasses:

- Careers and enterprise education
- Financial education
- Fundamental British values (FBV) and life in modern Britain (LimB)
- Anti-bullying, respect and understanding of cultural occasions and differences
- A broad and diverse student experience, being part of a community
- Leadership and teamwork
- Character education

Relationships and sex education (RSE) and health education are delivered to students by specialist PSHE staff. Our form tutors also provide overarching pastoral care along with lessons about, for example, wellbeing, mental health, personal development, careers education and destination routes.

Physical health and fitness form part of our Core PE provision and are integrated within our 'Personal Development' curriculum.

Our 'Personal Development' curriculum also includes our extra-curricular programme of clubs and societies, sporting activities, educational visits, experiences of work and national qualifications such as The Duke of Edinburgh Award Scheme. We also provide a range of additional in-school events and year group activities such as charitable fundraising activities, student diversity occasions, student council events and other student voice activities.

The 'Personal Development' programme is comprehensive, starting in year 7 and culminating in year 13. Students experience a carefully sequenced programme of study with greater emphasis placed on different topics at specific landmark points (e.g. careers and destination choices in years 11 and 13)

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
Computing	Media Studies
Design and Technology	Modern Foreign Languages (French and German)
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 careers and destinations on-line platform, Unifrog, for all students
- A series of options assemblies including outside speakers for students
- Tutor time career sessions
- Access to Careers Education Information, Advice and Guidance (CEIAG) through the careers library and the school's careers co-ordinator
- 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

- 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 21st century.

Post 16 (Years 12 and 13)

At Chenderit Sixth Form, we are committed to a comprehensive ethos and offer an inclusive, vibrant, dynamic community that values learning and development of the whole individual.

The majority of Chenderit students continue their post-16 education at Chenderit School, and many other students who have studied at different local schools join the Sixth Form community to take advantage of our high standard of education and our specialised facilities. Whilst most students follow traditional A level courses, we offer a wider range of different qualifications that appeal to all interests and pathways that students may wish to study post-18.

As with their GCSE options, students have a chance to tailor their curriculum to suit their interests and ambitions for further study or training. We currently offer 25 different courses within the sixth form, including A Levels and other Level 3 qualifications such as Cambridge Technicals and Diplomas. 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 their options and aspirations. Our rigorous transition programme also ensures that all applicants are fully prepared for the step up to their Level 3 studies throughout Year 11 and into Year 12.

Throughout the sixth form Personal Development programme, students develop skills to support further study (such as preparing UCAS personal statements and apprenticeship or employment applications) and life skills (such as through our driving safety, workers' rights and personal finance units). In addition, the study centre for sixth form is managed by our Study Skills Supervisor to ensure all students are supported academically and personally throughout their sixth form journey. Guest speakers regularly attend assemblies and run additional sessions 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. Not only do we offer a wide range of courses to suit the needs of each student, but our Personal Development curriculum and wider pastoral support through platforms such as Unifrog allow students to identify their career goals and work backwards to understand the pathway they need to take to achieve their aims. The school provides a pathway for those students who have not met the minimum requirements for A Level study, which includes retakes of GCSE English and Maths.

In order to make Chenderit students competitive candidates for any university course, further study or employment, we also offer a unique Enrichment Programme that sits alongside our Personal Development curriculum. The programme enables each student to volunteer and to gain work experience in any field that interests them and links to their career goals. For one week at the end of the school year, Year 12 students also organise their own work experience with the support of the school, with the aim of supporting applications for either post-18 study or employment.

Our community is a tight-knit and friendly one, where students and staff support each other and we achieve and exceed our goals individually, and collectively. We are committed to a comprehensive ethos and we achieve excellent results because we are an inclusive community that values learning in its broadest sense. Not only are our sixth form students pushed to exceed their potential in their studies, but they also participate and benefit from a huge variety of wider experiences and opportunities such as our immersive enrichment programme, fantastic advice and guidance, new friends and the support of a dedicated pastoral team.

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:

How we report progress	Words we use on students' work
Significantly above age-related expectations	Exceeding
Above age-related expectations	Extending
At age-related expectations	Secure
Below age-related expectations	Developing
Significantly below age-related expectations	Emerging

At GCSE and at A Level, and for equivalent courses, assessment is by terminal, or end-of-course examinations. Some subjects have a small element of coursework. In order to best prepare our students we have 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 several examination points or "pre-public exams". This preparation enables our students to understand fully the demands of the new and more challenging examination system.

Reporting to Parents/Carers

Parents of students in all year groups receive 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 organisation and commitment to wider study.

It is our hope that students and parents/carers discuss these reports and celebrate all that has been achieved whilst focusing on improving those areas where students 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 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 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. Increasingly, we are using IT to support learning, and students will be shown how to use the software they need.

Homework is set on Satchel One (Show My Homework). Students are able to access Satchel One with a password or generically through the school website. Teachers may share work using Google Classrooms, or direct students to other websites or sources of information.

The Learning Resource Centre

The Learning Resource Centre is open for students and staff use during the school day. This is by prior arrangement and agreement.

There is a computerised catalogue to assist with finding material, together with a wide range of resources including a careers section with prospectuses and information for students. The centre has a reference section and carries a selection of periodicals. The centre carries a large range of fiction texts.

The aim of the centre is to provide an opportunity for interactive research, quiet reading and careers information and advice within a central area for study support.

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 aspirational 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 have identified 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. When we first send home reports in years 7 and 8 we include a curriculum map, setting out what is covered at each stage of the year, with a description of what we expect students working at age-related expectations, and those who are more and most able to be able to do.

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. Heads of Learning pay particular attention to the progress of those who are more and most able.

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 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 adapt their strategies to provide appropriate learning opportunities for all the young people within the school and 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 each individual's needs. 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, parents and carers, ultimately ensuring that all our students learn and thrive.

Careers Education

All students at Chenderit School have 24/7 access to our careers education platform, Unifrog. Unifrog is the one-stop-shop for careers and destinations advice and guidance, allowing students to explore every university course, apprenticeship and college course in the UK plus other around the world opportunities such as European and US undergraduate courses.

Unifrog is a great way to inform students and parents about next steps, particularly for those who may not be familiar with how university applications or jobs for young people work today. Updated every 24 hours, Unifrog can be used to find the best way to investigate and source local and national apprenticeships, technical and vocational education (e.g. new T-Levels), training and job opportunities.

From Year 7, through Unifrog, 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 as part of their tutor time lessons. During Year 8, through their Personal Development curriculum, students prepare for their GCSE selections researching opportunities on Unifrog, and using the Skills Builder platform to further their understanding about their own personal skills and qualities. Furthermore, students also complete their 'competencies and personality profiles' in Unifrog. During their PSHE sessions, they study an aspirations module: an interactive careers resource called Real Game.

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 students in Key Stage 4 and in the Sixth Form build upon their previous Unifrog experiences creating a personal profile of interests and career choices which are electronically stored in their Unifrog 'Locker'. Students attending interviews at university, for apprenticeships or for a job have plentiful opportunities to practise with a range of adults in school. Each year group has at least one dedicated careers Extended Project Day (EPD).

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 year 10 and in the Sixth Form: some are based locally, whilst others may be further afield. Every student in Year 10 and Year 12 has the opportunity to attend an offsite, in the workplace work experience. These opportunities are based locally as well as 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/or Key Stage 5, and by arranging careers advice from qualified careers advisors. All year 11 students are invited to attend a careers interview, as well as obtain resources from our local enterprise partnership – SEMLEP. All students are able to visit our careers resource library or speak with our Careers Co-ordinator, Mrs Thomas.

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 School for language, attitudes or behaviour which are derogatory, divisive or exclusive of others.

Partnership with Parents/Carers

Students make the best progress when a positive partnership exists between the school and their parents and carers. At Chenderit School 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 and school updates (through Keeping in Touch, known as KIT), 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. Formal communication with school is often generated and sent electronically, through our school's information management systems. This is a one-way communication process and offers the availability to get in contact with your child's form tutor or Head of Learning in the first instance.

Parents and carers are an essential part of the smooth running of our school and we actively seek to encourage further participation with the everyday events of our school by expanding and enhancing the opportunities available for parents to get involved in our school. Information evenings, workshops and activities exist throughout the year where both parents and students

participate in activities related to their academic learning, healthy lifestyles, mental health and wellbeing.

Personal Development and Extra-Curricular Activities

Chenderit School has a long tradition of providing excellent extra-curricular activities. These take place at lunchtime, after school, at weekends and during school holidays. A full programme of activities is published each year 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 world around us of which they are a part and to which they make such an important contribution.

Various clubs and activities take place after school. Examples include subject specific academic support, art, drama, music, sport, speech and debate, and musical theatre.

Art

As a Visual Arts College, 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. We encourage KS4 and sixth form students to make the most of the opportunity to stay after school in the department to continue to work on their assessed coursework. We encourage KS3 students to access the extra-curricular and extension work published on the school's Show My Homework/Satchel One Show My Homework platform.

Dance

There are curriculum activities available 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.

Music

Chenderit has always had a very strong music tradition and there are two teachers supported by six peripatetic staff from the Northamptonshire Music and 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", "School of Rock" and "Cinderella".

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 and these take place on Extended Project Days. These educational visits support learning in maths, 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 a residential facility.

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 visits to Swanage and Iceland, history excursions to Italy and Belgium, Modern Foreign Languages visits to France and Germany and an Easter ski trip to Italy.

Insurance

Parents are advised that the school has a policy which provides cover for students whilst on any educational visit 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's 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. Therefore, we may ask parents to make voluntary contributions to enable these activities to take place. A full statement of the school policy may be obtained from the school's website.

STUDENTS' PASTORAL CARE

Transition from Primary School

Making the transition to secondary school is an exciting development in any young person's life and here at Chenderit School we aim to support new students to feel at home as quickly as possible and help them develop the confidence and determination to become successful learners.

The induction programme into Chenderit has been widely praised by both primary schools and parents/carers. To ensure the transition goes as smoothly as possible for the students, we work very closely with all our feeder primary schools. This close liaison enables students to transfer into Chenderit with the necessary support and settle in quickly into this crucial stage of their education.

This smooth transition is made possible through:

- 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
- The Head of Learning for Year 7 (Year 6 transition manager Mrs Cramb) visiting primary schools throughout the summer term to talk to their teachers and pupils

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 workshops are run in the Autumn Term.

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. Our broad and varied Personal Development curriculum includes PSHE and a tutor time programme, core PE (years 7-11) and our extra-curricular programme of activities and clubs. Our Personal Development curriculum introduces students to preparing for life in modern Britain (LiMB), careers and financial education, relationships, (both sexual and non-sexual) and managing their own health and wellbeing. 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 a range of services provided through the Inclusion Centre or appointed agencies.

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

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 are continually expanding, and one of the major ways in which students can influence school life is through our 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. For example, after the introduction of two brand new toilet facilities, offering both gender and genderless cubicles, our students expressed how pleased they were with these clean, modern and inclusive areas. Recently we have introduced a new, online student reporting system, ‘Report a Concern’, as a result of feedback from our student body. 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. Our “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 all young people in a caring environment to reach their academic potential and to develop the social and emotional skills to contribute effectively in wider society and in the workplace. We aim to support all young people in developing the resilience, self-control and supportive awareness of others which will enable 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. Most of the time our students behave in an outstanding manner and are a credit to themselves, their families, who support them well, and the

school. Nevertheless, we recognise that the young people at Chenderit School are on a journey towards adulthood and may make mistakes along the way. The rewards, sanctions and support outlined in our behaviour policy are in place to help all students to develop the behaviours, habits and skills which will enable them to succeed at school, in society and in the workplace. The behaviour policy should be read in conjunction with the anti-bullying policy.

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 across our entire community
- To ensure a fair and consistent response to both positive and negative behaviour
- To provide a safe environment free from disruption, violence, bullying, threats and harassment
- To allow teaching and learning to be outstanding
- To encourage a positive relationship with parents and carers

Responsibilities

The governing body will

- work with the Headteacher and staff to ensure that the safety and security of all students is of paramount concern
- support the Headteacher and staff in maintaining high standards of behaviour across the whole school
- ensure they have an awareness of trends in positive and negative behaviour and the school's actions to promote positive behaviour

The Headteacher, Leadership Team, Heads of Department and Guidance Team will

- work together and 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 and upholding the expected standards of behaviour
- ensure that there is a consistent understanding of standards of behaviour required
- ensure that all staff use praise, rewards and sanctions consistently and fairly
- guide and support staff in applying the behaviour policy
- support and teach students to develop self-discipline, resilience, self-esteem, respect and understanding of others
- fully address those students with repeated poor behaviours
- use assemblies and other occasions to reinforce and celebrate positive behaviour and to address negative behaviours, where appropriate

Teaching and Support Staff will

- work together to ensure that all students are safe and feel safe
- apply the behaviour 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
- highlight those students who are repeatedly poorly behaved
- 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 and attend all relevant training

Parents/carers will

- have an awareness of the school's behaviour and anti-bullying policies and expectations of behaviour
- support their child in developing self-discipline, resilience, self-esteem, respect and understanding of others
- support school staff by encouraging their child to respect and comply with the behaviour policy
- support the school in addressing on-going poor behaviour from their children
- support the culture and ethos of Chenderit School.

Students

Students are expected to uphold high standards in relation to:

- ensuring that all students are able to feel safe and be safe in school
- their engagement in and development of their own learning
- promptly addressing any on-going poor behaviour
- their completion of high-quality work
- being punctual to school and their lessons as well as in meeting deadlines
- their personal appearance respecting the school's published school uniform policy or Sixth Form Dress Code
- their respectful support of other students and adults in the school community
- their behaviour and self-control (e.g. being calm, well-mannered and considerate when speaking with others)
- meeting the expectations set out in the Sixth Form Code of Conduct, where appropriate encouraging others to behave well and report any issues to a member of staff

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 events for those students who have accumulated a high number of 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 achievement 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. The prizes are presented at a prize giving event held in July.

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, bi-phobic, 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

Our Personal Development curriculum during tutor time and as part of our PSHE programme regularly focuses on the issue of bullying. This enables all students to develop strategies to deal with bullies and ensures all students are aware of our clear anti-bullying policy.

Staff and students are guided on how to spot the signs or symptoms of a child being bullied. Students are encouraged to report each and every concern regarding potential bullying. There are several methods that students can choose to do this. The school has a recognised programme of support, with anti-bullying and digital ambassadors trained to support their peers in school.

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. The use of derogatory, racist, and/or sexist language or behaviours is completely unacceptable and will be dealt with directly, proportionality and with consequence.

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 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 their 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 behaviour and anti-bullying policies are available on the school's website.

Healthy Eating

Our canteen provider (Fresh Start) has healthy eating at the centre of their provision and follows the School Food Trust Guidelines. Our food offer is based on exciting, varied 'street food' with authentic tastes and wonderful combinations offering a great range of choice of flavours, healthy eating options and alternatives for those with food intolerances or allergies as well as for vegan and vegetarian diets. Our improved servery, with its bright designs and more accessible sales points have developed our canteen provision to new levels, that include easy-access balance checkers and a pre-order service point.

'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 child 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 all medical information and emergency contacts as soon as possible and where required to be fully updated allowing us to keep accurate (confidential) records. Parents/carers are always welcome to contact the school to discuss matters of their child'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.**

The uniform is shown below.

- Students may choose to wear either trousers or a skirt and either socks or tights.
- White polo shirt with school badge (available only from Cross Embroidery)
- Black sweatshirt with school badge (available only from Cross Embroidery)
- Skirt with embroidered school emblem (available only from Cross Embroidery) which must be clearly visible to staff who request to check the skirt is being worn properly
- Black trousers – smart, plain formal/business style (no jeans, casual style, cords, chinos, tight or skinny style trousers, leggings, jeggings, running or sportswear etc)
- Socks - plain black or dark grey
- Tights - black or natural plain design
- Shoes - black in a plain, sensible style (e.g. no sling backs, high heels, boots, black or other trainers, trainer style shoes, canvas shoes etc.)
- 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 including two (or more) 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
- Any T-shirts or vests worn under the polo shirt should be plain white and should not be visible at the collar or cuff
- Minimal neutral make up is allowed
- No coloured nail varnish, false nails or jewellery. (This is a particular health and safety issue when students are in the DT, food technology, and PE environments)
- Outdoor coats, scarves, hats and gloves may be worn to protect students from cold or wet weather. Students are permitted to wear outdoor coats at break and lunchtimes inside the corridor only as they travel from outside to inside the building or vice versa. Outdoor clothing should not be worn in the classroom
- No hoodies, sweatshirts, cardigans, or other similar clothing should be worn in the place of an outdoor coat
- Sweatshirts (students in years 7-11). All students must own a school sweatshirt. These must be worn at all times during terms 2, 3 and 4 unless a student has gained permission to remove it. During terms 1, 5 and 6, sweatshirts are optional.

Statutory PE kit years 7-11

Statutory PE kit years 7-11	Compulsory/Optional
PE Polo Shirt (Fitted or Unisex Polo)	Compulsory
PE Shorts or Skort (Red/Black)	Compulsory
Sports Socks (Red/Black)	Compulsory
PE Rugby Shirt (Reversible)	Optional
Hooded PE Sweatshirt	Optional (advisable)
Zip Track Top	Optional

Sports leggings are permitted but must be manufactured for 'performance wear', i.e. 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 their 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.

Our school uniform is ordered directly from our supplier Cross Embroidery (Banbury):
<https://www.crossembroidery.com/>.

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

Times of the school day

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Registration Assembly	8.40 a.m.	8.40 a.m.	8.40 a.m.	8.40 a.m.	8.40 a.m.
Period 1	9.05 a.m.	9.05 a.m.	9.05 a.m.	9.05 a.m.	9.05 a.m.
Period 2	10.05 a.m.	10.05 a.m.	10.05 a.m.	10.05 a.m.	10.05 a.m.
Break 1	11.05 a.m.	11.05 a.m.	11.05 a.m.	11.05 a.m.	11.05 a.m.
Period 3	11.30 a.m.	11.30 a.m.	11.30 a.m.	11.30 a.m.	11.30 a.m.
Period 4	12.30 p.m.	12.30 p.m.	12.30 p.m.	12.30 p.m.	12.30 p.m.
Break 2	1.30 p.m.	1.30 p.m.	1.30 p.m.	1.30 p.m.	1.30 p.m.
Registration and Period 5	2.00 p.m.	2.00 p.m.	2.00 p.m.	2.00 p.m.	2.00 p.m.
End of School	3.00 p.m.	3.00 p.m.	3.00 p.m.	3.00 p.m.	3.00 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 1 or alternatively by email to our attendance officer who can be contacted on attendance@chenderit.net, or by text on 07860 095542.

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 child/children from school for holidays during term time. Holiday absence will normally be registered as unauthorised (coded G) and parents are likely to be fined with a fixed penalty fine. Absence from studies and assessment may seriously impair a young person's education and such an absence should only be undertaken as a last resort. Request forms for leave of absence from school in term time are available from 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 WNC and bus company staff.

Parents and carers of students who attend Chenderit and live outside the Chenderit preference area 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. The Stagecoach 500 bus operates between Banbury and Brackley. Students using this service must cross the main road in Middleton Cheney 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 also 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.

The criteria and application process, can be accessed via our website and is explained below:

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.ncc@northnorthants.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>

SCHOOL TERM DATES

2022	<i>Staff Training day</i>	1st September
	<i>Staff Training day</i>	2nd September
	Term 1 – school re-opens	5th September
	Term ends	21st October
	Term 2 – school re-opens	31st October
	Term Ends	16th December
2023	<i>Staff Training day</i>	3rd January
	<i>Staff Training day</i>	4th January
	Term 3 – school re-opens	5th January
	Term Ends	10th February
	Term 4 – school re-opens	20th February
	Term ends	31st March
	Term 5 – school re-opens	17th April
	Bank Holiday	1st May
	<i>Staff Training Day</i>	2nd May
	Term ends	26th May
	Term 6 – school re-opens	5th June
Term ends	21st July	
2023/2024	<i>Staff Training day</i>	1st September
	<i>Staff Training day</i>	4th September
	Term 1 – school re-opens	5th September
	Term ends	20th October
	Term 2 – school re-opens	30th October
	Term ends	20th December
	<i>Staff Training day</i>	4th January
	<i>Staff Training day</i>	5th January
	Term 3 - school re-opens	8th January
	Term ends	16th February
	Term 4 - school re-opens	26th February
	Term ends	28th March
	<i>Staff Training Day</i>	15th April
	Term 5 - school re-opens	16th April
	Bank Holiday	6th May
	Term ends	24th May
Term 6 - school re-opens	3rd June	
Term ends	22nd July	

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 2023 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.

Places will be allocated to students who have an Education Health Care (EHC) Plan that names the school as appropriate provision. When there are more applications for places than there are places available, priority will be given in the following order:

- (i) Children in public care or previously in public care but immediately after being looked after became subject to an adoption, child arrangements or special guardianship order.
- (ii) 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.
- (iii) Students who will have an older brother or sister continuing at Chenderit School who is expected to remain on roll at the time of admission of the younger child.
- (iv) 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.
- (v) 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 5.00pm Friday 14th October 2022. Please contact the school directly for details of what to include in your portfolio – details are available on the school website).
- (vi) Children of a member of staff who has been directly employed by Chenderit School for a period of not less than 2 calendar years at the time of the child's application and/or the member of staff is recruited to fill a vacant post for which there is a demonstrable skills shortage leading to the child's admission in the following academic year.
- (vii) Other students.

Distance Tiebreaker – If the admission number is exceeded within criterion (v), priority will be given according to the 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.

Please note that the West Northants Council does not provide transport from Wappenham to Chenderit School.

Sixth Form Admissions

When students apply to join Chenderit Sixth Form, we consider a number of factors in order to ensure that each student's study programme is comprised of courses that are going to benefit them into their future, no matter which post-18 pathway they wish to take. These factors include:

- the availability of courses
- the qualifications and ability needed to benefit from those courses (we require students to have achieved 5 GCSEs graded 4 or above as a minimum entry requirement)
- 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 the Sixth Form section of our website for further details about the individual entry requirements for each of our post-16 courses.

Admission to Chenderit School SEPTEMBER 2023

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 Friday 14th October 2022, 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 Friday 2nd December 2022.

Staff List 2022-2023

MRS ADAMS	(p.t.) Teacher of Design and Technology
MR ARMSTRONG	Assistant Headteacher/Teacher of Maths
MRS BAGGA	(p.t.) Teacher of Maths
MS BAILEY	(p.t.) Teacher of Science
MR BARBER	Leading Practitioner/Teacher of History
MRS BARLOW	Data Manager
MR BELSTONE	Assistant Headteacher/Head of Sixth Form/Teacher of Geography Designated Person for Child Protection
MRS BIRKBECK	(p.t.) Teacher of English
MR BLACK	Technology Technician
MISS BOOTE	Cover Supervisor
MRS BOSWELL	Repro Technician/Uniform
MRS BRENCHLEY	Safeguarding and Welfare Assistant
MS BROADY-BENNETT	Deputy SENDCO
MRS BROWN	Reception/Admin Assistant
MR BROWNETT	Network Manager
MISS BRUCE	Teacher of PE/PSHE
MRS BRUNT	(p.t.) Teacher of Social Sciences
MR BYFORD	Head of Maths
MRS CAIGER	Teaching Assistant
MRS CARTWRIGHT	Headteacher
MISS CHANNER	(p.t.) Teacher of Science
MR CHRISTY	Head of Design, Technology and Art
MR CHURCH	Teaching Assistant
MISS CLARKE	Teacher of Geography
MRS COLEMAN	SENDCO
DR CRADDOCK	Teacher of Science
MRS CRAMB	Head of Learning Y7/Teacher of Art
MISS CRISP	Admin/Secretarial Assistant
MR DAHAL	Deputy Head of Maths
MRS DAVIES	PA to Headteacher and Leadership Team; Clerk to Governors/Company Secretary/Operations and Personnel Manager
MRS DAVIS	Cover Supervisor
MRS DAWES	Teacher of Science
MR DEAKIN	Head of Social Sciences
MR DHESI	Teacher of Science
MRS DICKSON-SMITH	Science Technician
MRS DOWDEN	Teacher of Business Studies/RS/Staff Governor
MRS DUFFY	Admin Assistant/First Aider
MS ELLAWAY	Teacher of English/Media Studies
MISS EVANS	Head of Learning (Y9) Teacher of MFL
MRS FILES	Examinations Manager
MR FITTON	Head of Learning (Y10)/EVC/Teacher of PE/PSHE
MISS FRANKLIN	(p.t.) Art & Design Technician
MR GOWERS	Head of History
MISS GREENING	Teacher of Health and Social Care
MR HANNA	Teacher of Science
DR HAYCOCK	Head of Science
MRS HAYNES	Teaching Assistant
MRS HAYWOOD	(p.t.) Teacher of Music
MR HEBDEN	(p.t.) Teacher of PE
MISS HENDRIKSEN	Teacher of English
MR HEYES	Teacher of Maths
MR HILLMAN	Teacher of English
MR HOLLAND	Head of Learning (Y11)/Teacher of DT
MRS HOOPER	Safeguarding, Student Welfare and Parent Support Advisor Designated Person for Child Protection

MRS HOWARD	(p.t.) Teacher of Technology
MR HUCKIN	Teacher of Maths/ Manager of DofE
MRS JACKSON	Technology Technician
MRS JACKSON	Finance Assistant
MRS JACKSON-PATE	(p.t.) Head of Drama
MISS JAMES	Teacher of History
MRS JEARY	Teaching Assistant
MISS KERRY	Teaching Assistant
MR KEMP	Deputy Head of MFL (Head of French)
MRS KING	(p.t.) Teacher of PE/PSHE
MR KIRKBY	Assistant Site Manager
MR LACZKO-SCHROEDER	Teacher of English
MR LEDGER	Head of Performing Arts
MRS LEIBLING	(p.t.) Teaching Assistant
MR LEROY	Deputy Head of Science
MRS LESTER	(p.t.) Teacher of PE/PSHE/Health & Social Care
MR LINDSAY	Deputy Head of English/Media/Social Media Lead
MR LLOYD-JONES	Deputy Head – (Pastoral and Behaviour)/Teacher of Art/Photography Designated Senior Person for Child Protection
MRS MACARTHUR	Attendance Administrator
MR MACRORY	Head of Learning (Y8)/Teacher of History
MRS MAFFEY	(p.t.) Teacher of Science
MR MARSHALL	Teacher of Science
MR MARTIN	Site Manager
MISS MCGEE	Teacher of English/Student Council and Student Voice Co-ordinator
MRS MCMAHON	(p.t.) Teacher of Maths
MRS MILLAN	Head of RS
MRS MORTON	Cover Supervisor
MRS NOWELL	Assistant Headteacher/Head of English
MISS NUNWEILER	Teacher of Media
MISS O'DRISCOLL	(p.t.) Cover Supervisor
MR OLIVER	Deputy Head of PE
MRS ORRIS	Teaching Assistant
MR OSBORNE	(p.t.) Teacher of Media
MRS PENNELLS	(p.t.) Teacher of Maths
MISS PIGOTT	Teacher of RS
MISS PILOT	Teacher of Design and Technology
MRS PREEDY	(p.t.) Lunchtime Supervisory Assistant/Lost Property
MISS REED	Professional Tutor/Co-ordinator of the New Staff Programme/Teacher of Geography
MR REID	(p.t.) Teacher of Technology
MRS REPELOVA	Science Technician
MRS ROSE	Admin/Secretarial Assistant
MRS ROWE	Deputy Head of Sixth Form/Deputy Head of Technology
MRS RUSSELL	Lunchtime Supervisory Assistant
MISS SIMMONS	Teaching Assistant
MRS SMITH	Deputy Safeguarding, Student Welfare and Parent Support Manager Designated Person for Child Protection
MRS SMITH	Sixth Form Study Skills Supervisor
MR SMITH	Teacher of Maths
MRS TAYLOR	(p.t.) Head of Geography
MR TAYLOR	Teacher in charge of school self-evaluation/Lead Teacher of A Level English Literature
MR THOMAS	Cover Supervisor
MRS THOMAS	Careers and Learning Resource Co-ordinator
MRS THORNE	(p.t.) Teacher of MFL
MR VICKERS	Head of PE/PSHE
MRS WILKINSON	Finance Manager
MISS WILLETT	Head of Business Studies/Enterprise and Media Studies
MR WILLIAMS	Deputy Headteacher (Curriculum and Data)

MR WILLIAMSON	Head of MFL (German and French)
MS WOOD	Teacher of Media Studies/English
MISS WRIGHT	Teacher of MFL
MR YASIN	(p.t.) IT-AV Technician
MRS YOUNG	(p.t.) Teacher of PE/PSHE – PSHE Co-ordinator

GOVERNING BODY

	<u>Term of Office</u>
Ms Sophie Wilson (Chair of Governors)	15.05.18 - 14.05.26
Mrs A Pope (Vice Chair of Governors)	14.10.17 - 13.10.25
Mrs K Arrand	02.1.19 - 01.12.23
Mrs L Cavanagh	02.12.19 – 01.12.23
Mrs J Cross	27.01.21 - 26.01.25
Mrs C Early	31.01.22 - 20.01.26
Mr A England	20.09.21 - 19.09.25
Mrs D Frewin	09.09.19 - 08.09.23
Mr B Jenkins	20.09.21 - 19.09.25
Mr P Marchington	01.09.18 - 30.08.26
Ms K Netten	03.11.21 - 02.11.25
Mrs S Wells	21.03.22 - 20.03.26
Mrs L Wrench	14.06.22 - 12.06.26
Mr B Belstone (Teaching Staff Governor)	07.09.20 - 06.09.24
Mrs J Dowden (Teaching Staff Governor)	01.09.19 - 01.09.23
Mr G Thomas (Support Staff Governor)	01.02.21 - 31.01.25

Chair of Governors

Sophie Wilson
c/o Chenderit School

Clerks to the Governors/Company Secretary

Mrs J Davies
c/o Chenderit School and

Mrs S Smith
c/o Chenderit School

SCHOOL PERFORMANCE DATA

DESTINATIONS OF SCHOOL LEAVERS 2021

	Year 11	Year 12	Year 13
Age in September 2020	15 Years	16 Years	17 Years
Total number in age group	170	3	107
School or FE course	92%	100%	0
HE course	n/a	n/a	72%
Modern Apprenticeship	5%	n/a	0
Employment	n/a	n/a	11%
Other category	3%	n/a	17%

RATES OF AUTHORISED AND UNAUTHORISED ABSENCE 2022

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:	898
Number of possible student sessions:	325076
% of <u>authorised</u> absences	9.00%
% of <u>unauthorised</u> absence: (includes term-time holidays)	1.2%

EXAM RESULTS AND ACHIEVEMENT

As part of steps taken to fight the spread of coronavirus (COVID-19), the government announced that all exams due to take place in schools and colleges in England in summer 2020 and 2021 were cancelled and that it would not publish any school or college level educational performance data based on tests, assessments or exams for these two years.

	2018	2019	2022
English 4+ (standard pass)	76%	86%	85%
Maths 4+ (standard pass)	66%	77%	77%
Both English and maths 4+	60%	75%	75%
Both English and maths pass (9 – 1)	98%	98%	96%
English 5+ (strong pass)	61%	69%	75%
Maths 5+ (strong pass)	47%	48%	63%
5+ standard passes	60%	73%	77%
5+ passes (9 – 1)	97%	97%	96%

POST 16: A LEVEL RESULTS

% of entries	2018	2019	2022
A*/A Grades	20	22	29%
A* - B Grades	42	42	61%
A* - E	99	98	100%