



Inclusion Quality Mark (UK) Ltd

5th October 2012

Mr Paul James
Headteacher
The Cherwell School
Marston Ferry Road
Oxford OX2 7EE

Assessment Date: 25th – 27th September 2012

Summary

The Cherwell School defines its aims as: “A Centre of Opportunity where, as a community of individuals we are committed to creating and using opportunities to their fullest extent. Students, staff and members of the wider school community enjoy success and are equipped for the future”. It was evident from the planning documents that the school is indeed working towards this aim.

The Cherwell School clearly demonstrates that it is an Inclusive School that caters well for all its students, works in harmony with parents and carers and extends its work to a wide ranging community beyond the school. I was privileged to assess such an exciting and caring school where the relationships between the stakeholders, regardless of background, are positive and constructive. I was also impressed by the welcoming nature of the school, the friendliness of students and the dedication of all staff, teaching and support. The school is a happy place but is not complacent and continues to seek ways of improving both the quality and the range of its provision.

The Cherwell School is a large, oversubscribed, 11-19 mixed comprehensive school with about 1800 students on roll. The school population is ethnically and socially diverse and has roughly equal numbers of boys and girls. It has a large sixth form which attracts a significant number of external students. The school became a specialist college in Science in 2003 and was re-designated in 2008 and has used its specialism to drive up standards.

The school is pro-active in its attempts to engage with parents, with other schools, the LA and its agencies as well the wider community including local primary schools and the business community. There are many events that the school holds but also seeks out opportunities for its students to make visits to a range of educational and cultural centres and engages its students in social and voluntary activities.

The school’s own assessment has been comprehensive and Ofsted judges the personal development and well-being of students to be outstanding. The care, guidance and support for students is also outstanding and is a testimony to the school’s commitment towards inclusion. The school is aware of its strengths and the areas for improvement and it has been judged to have a good capacity to improve further. There is clear evidence of the determination of the leadership team to strive to improve provision and raise achievement for all students and it is supported by well-developed plans for further improvement. The

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structures that the school has developed ensure that all children have personalised targets for improvement and where each learner is able to achieve regardless of her or his starting position.

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark. There are only minor areas requiring development and the school is aware of these. I recommend that the school be awarded the Mark and be reassessed in 3 years' time.

Assessor: Mr Mohamed Sabur

Findings confirmed by Inclusion Quality Mark (UK) Ltd:



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Joe McCann MBA NPQH
Director of Inclusion Quality Mark (UK) Ltd

Name of School:	The Cherwell School
Headteacher:	Mr Paul James
Date of assessment:	25 th – 27 th September 2012
Final assessor/s:	Mr Mohamed Sabur
Successful:	Yes

Context of the School and Sources of Data

With about 1800 students on roll The Cherwell School is a significantly larger than average, mixed comprehensive secondary school serving a wide-ranging community in North Oxford. The school became a Converter Academy in April 2012, having been judged as Outstanding by Ofsted in January 2008. The school, unique in that it does not have a school uniform, is oversubscribed and admits a substantial number of external students in Y12. Cherwell was re-designated as a Specialist Science College in 2008. Following the local reorganisation of provision in the local authority in 2003, which resulted in the ending of Middle Schools, the school was amalgamated with the nearest Middle School and now has a split site separated by a main road which has an underpass access between the sites. The Key Stage 3 students are based on the South Site whilst the Key Stage 4 and 5 students are based on the North Site.

The percentage of girls is roughly in line with the national average but the percentage of students from minority ethnic groups is well above the national average. The level of deprivation, indicated by the percentage of students entitled to free school meals, is lower than the national average, however, the percentage of students whose first language is believed not to be English is nearly twice the national average. The number of students with special educational needs, on school action, school action plus and with statements, is lower than the national average.

As a designated Training School, Cherwell’s work and student achievement is recognised by The Schools’ Network and the Department for Education and the Teaching Agency as an institution that delivers outstanding continuing professional development for staff and professional partners. The Training School supports the learning and professional development of all staff through delivering a range of specialised programmes to suit individual needs as well as collaborating with other providers. The school is also recognised for the outstanding work they are developing in practitioner-led research, initial teacher training, inter-school collaboration and the professional learning of all staff.

The school uses outstanding practitioners and emerging leaders to facilitate their CPD sessions at all levels and is keen to share the professional practice which is shown to be successful throughout the Training School partnership. The professional development of staff is of paramount importance and the school selects and supports colleagues at all levels in delivering excellent practice.

The school is now in the process of applying to become a Teaching School and is well placed to achieve this status.

Portfolio and Other Supporting Evidence

The documentation and information that was reviewed to reach the judgements included:-

- The school's IQM Tracking Document.
- The school's 2011 Validated Raiseonline reports.
- Ofsted Reports including subject reports.
- The school's Self Evaluation and the Development and Improvement Plans.
- A range of minutes of meetings of the Governing Body, SLT and Middle Leaders.
- A wide range of other documentation including Job Descriptions, a list of extra-curricular activities, organisational structures, etc.
- The school's website.
- A tour of the two sites.
- Lesson observations at all key stages and across a range of subjects.
- Meetings with a range of staff at all levels, governors, several external agencies, parents and students.
- Inclusion Statement.
- A range of other policies.

In addition to the vast range of documentation that was made available for inspection there was an extensive programme of meetings and observations arranged for the assessment visit which covered all of the ten areas of the IQM elements.

As well as the programme of meetings the other activities in which I participated included a tour of the two sites of the school escorted by very helpful students, walkabouts which provided opportunities to view the buildings, including classroom displays, and evaluate the environment. I was able to observe student movement around the school, talk to individuals and groups at break and lunchtime. I also attended two assemblies.

Element 1 - Learner Progress

Evidence was gathered from RAISEonline 2011, Ofsted Report 2008, the school's website, Internal Assessment Data, Work Samples, Interviews with teachers, senior staff, Assessment coordinator, Teaching Assistants and other support staff, students from a range of backgrounds and observations in lessons.

Strengths:-

The school's website rightly boasts the outstanding A Level results as well as the best ever GCSE results. At Key Stage 5, 97% of students gained a pass at A Level in the summer of 2012 with 40% gaining A* and A grades.

And at Key Stage 4, 69% of students achieved five or more GCSEs, including English and Mathematics, in the summer compared to 62% in 2011, 66% in 2010 and 62% in 2009. 80% of students gained five or more A* - C grades and as many as 94% of the students passed their GCSEs in five or more subjects.

Over the last three to four years the percentage of students achieving 5 or more A* - C grades at GCSE, including English and Mathematics, has been above average and in 2009 and 2010 it was significantly so.

The average total point scores at GCSE as well as the average capped total point scores (which includes the best eight subjects) has been significantly above the national averages over the last few years.

The percentage of students achieving 5 or more A* - C grades at GCSE or equivalent has, since 2009, generally been in line with national averages. And the percentage of students achieving 5 or more A* - G grades at GCSE or equivalent has been better than average over the last four years.

The attainment of students in the two core subjects of English and Mathematics, over the last few years has been significantly above the national averages.

In 2011, with the exception of core science, other sciences and physical education, where attainment was significantly lower than the national average the performance in all other subjects was in line with national averages and significantly above in Art and Design, Drama, French, Music, Physics and Religious Education.

Attainment at KS3 in the core subjects, for the majority of students, is either in line with expectations or above it.

In all subjects students and their parents are aware of targets that are set for students and these are amended depending on the performance of individuals.

The school has introduced differentiated learning pathways in recent years and this form of personalising the curriculum meets the needs, and therefore the enjoyment of the majority of students in the school.

The achievements of students are celebrated in a variety of ways with prizes in school assemblies, parents being contacted via email and the Praise Postcards sent home.

The school is good at identifying the differences in attainment of individual and groups of students through the collection and analysis of data six times a year. Prompt and effective interventions are put in place by the pastoral staff, the SENCO or subject leaders as appropriate.

Areas for development:-

- To continue to work towards improving outcomes in the underperforming subjects identified.
- To continue to focus on improving outcomes for boys, students entitled to free school meals and those on the SEN register and some minority ethnic groups.

Element 2 - Learner Attitude, Values & Personal Development

Evidence was gained from Ofsted Report 2008, meeting with representatives of external agencies, interviews with parents, teachers, senior staff, Teaching Assistants and other support staff, members of the Student Leadership Team and students from a range of backgrounds and observations in lessons and around the school.

Strengths:-

All the students from all key stages that I spoke to, either individually or in groups, spoke very highly of their school and the care and attention they get from the adults in the school.

Students greatly value the scope for individuality as expressed, for example, through the non-uniform policy of the school. They spoke of the encouragement they receive for the development of their skills and talents within the school as well as outside. Students get opportunities to develop their leadership skills through involvement in the Year and school councils and in focus group discussions as well as acting as mentors.

The attendance of students in the school is well above the national average, indicating an enjoyment of school. The post of Attendance and Inclusion Officer has helped improve the attendance rates of students. And, in conjunction with the learning support department, which has helped introduce an alternative curriculum for students who find the demands of the traditional academic curriculum too overwhelming, the Inclusion Team has helped improve students' motivation and enjoyment of learning.

The school has clear policies on bullying and harassment that is understood by all. The students feel safe and are happy to come to school and are clear about whom to approach if they have problems. The school's relatively new Behaviour for Learning Policy is clearly understood by students and parents and the staff are perceived to apply the policy consistently. All stakeholders are clear about the sanctions and rewards that are outlined in the school's policy.

A significant strength of the school is the increasingly effective transition programme for students transferring from primary schools. Detailed information is collected from primary schools through visits made by the pastoral staff and the SENCO and appropriate plans for support, where needed, are drawn up. An outstanding practice includes ex-students of the primary school accompanying staff on such visits which is hugely reassuring for those due to join Y7. The primary school students visit Cherwell several times and, for the most vulnerable, there is now a two week summer school organised which helps make their transition to the secondary school much smoother. Students who have performed below the national expectations are supported through an exciting programme of learning in a practical context.

There is excellent attention given to all aspects of care, guidance and support and the school works harmoniously and successfully with families, students and a wide range of agencies, such as the LA's Behaviour Service, the Educational Psychologist and others to sustain learning.

The school's use of non-teaching staff, such as the Inclusion and Attendance Officer and Deputy Year Leaders has had an impact on improving attendance and to reduce the number of students who are persistently absent. This drive has helped to raise attainment and levels of progress.

The school's Inclusion unit, referred to as 'The Base' provides a secure environment for the school's alternative curriculum for KS3 students and facilitates work on issues of behaviour management which range from sessions on anger management to considering issues of self-esteem.

The school has been awarded the Healthy Schools Award. Students are encouraged to use sustainable means of travel and about a third of all students either walk to school or take the bus. But nearly 60% of students cycle to school making The Cherwell School, as their website points out, the number one cycling school in the UK. The school has made a significant investment in ensuring that students' are able to store their bikes safely.

Areas for development:-

- To continue to keep under review the Behaviour for Learning Policy and monitor the outcomes of the rewards and sanctions for different groups of students and make refinements if necessary.

Element 3 - Leadership & Management

Evidence was gathered from meetings with the Chair of Governors, Headteacher, Deputy Headteachers, members of the Leadership Team, Staff, Parents, Governors and students. Ofsted report and RAISEonline reports were analysed as were the range of documents from the school including the school's Self Evaluation and the Development and Improvement Plan.

Strengths:-

In a reduced tariff inspection by Ofsted in 2008, The Cherwell School was judged to be an outstanding school with an outstanding capacity to improve. The school decided to convert to an Academy in April 2012 and has support in this from staff, parents and governors. All stakeholders, including students, were consulted on the conversion process.

The Cherwell School's stated aims are: "A Centre of Opportunity' where, as a community of individuals we are committed to creating and using opportunities to their fullest extent. Students, staff and members of the wider school community enjoy success and are equipped for the future". The mission then relates to the person, the community and the future.

In relation to the person, the statement says: "Every person, regardless of any individual difference, has the opportunity to develop their abilities and talents, and to be successful. Every person is known and valued as a unique individual. We are nurtured, challenged and encouraged to make the most of opportunities".

In relation to being a centre of opportunity for the Community the Statement says:

There is an ethos of mutual respect and support where the diversity of people's backgrounds is valued. Opportunities are taken to use this diversity to enrich our community. There is a culture of high expectations and excellence. Team work and collective responsibility support the success of individuals, the School and the wider community".

And, in relation to being a centre of opportunity for the future the Statement says: "**We widen perspectives and raise expectations. We have a culture which encourages a love of learning and the seizing of opportunities to grasp whatever the future holds. We value personal qualities and skills alongside academic achievement. Every individual can thrive and be successful, both now and in the future".**

In the three days that I spent in the school I sensed that the school was actively working towards these aims. This was evidenced through the school's desire to extend its curriculum offer to better meet the needs of students to opening up to a wide range of external partners. The strategic decisions taken to set up an Academy Trust, to apply for Teaching School status and to consider the very close working with a neighbouring primary school are all indications of a school clearly focused on the future without losing sight of what needs to be done to improve further.

The Headteacher and his senior team, along with the Governing Body, provide strong leadership and promote a culture and ethos of inclusion which was evident throughout the assessment.

The vision and ambition of the leadership team is sharply focused on securing the best possible outcomes for all students and it was evident during the assessment that this is the core of what the school does.

The Headteacher has developed an effective team of senior leaders with clearly defined roles and responsibilities as well as accountabilities. The team is knowledgeable about the range of whole school issues and contribute well to the smooth running of the school.

Areas for development:-

- The school is aware that the Accessibility Plan needs updating and it is advised to further review its access control into the school.

Element 4 - Staffing System & Organisation

A range of the school's documentation was reviewed – the school development plan, staffing structure, the Ofsted report. I also held discussions with staff at all levels as well as parents, governors and students.

Strengths:-

The Cherwell School has a well-defined staffing structure, where all staff has clear job descriptions, with clear lines of responsibility and accountability. Line management in the school works well. The school's meetings structure facilitates good communications between teams of staff and also enables effective consultation with all staff.

A number of staff have been trained in Safer Recruitment and staff turnover is low indicating the satisfaction of staff with the organisation and structure of the school.

A strength of the school is the effective staffing use of non-teaching staff who are all clear that their role has an impact on the quality of provision for the students. For example, the non-teaching Deputy Year Leaders emphasise the fact their role is to know, understand and support the staff and students.

There is a large team of teaching assistants employed to assist both in the special needs department and in faculties. They are highly effective in providing appropriate levels of support to students. Differentiation and personalisation has been a key priority and the school's own record of lesson observations seems to indicate that these aspects are a strength in many areas.

Cherwell is a training school and this provides good opportunities for in-service training for not only the staff in the school but across the region.

Equal opportunity underpins the school's work. The analysis of the performance of all students and groups of students is undertaken and the associated support programmes that are then applied are indicative of how seriously the school takes this responsibility.

The school offers a wide range of extra-curricular activities and provides opportunities for a large number of trips and visits.

Self evaluation at all levels is encouraged and the tracking of data for attendance, behaviour and learning helps staff and students focus on areas for improvement.

Areas for development:-

- The school to consider a career structure for the non-teaching staff in the school.
- The school should consider monitoring the participation in extra-curricular activities to ensure that no group of students is under represented.

Element 5 - The Learning Environment

Evidence was gained from tours of the sites of the school, classroom observations, interviews with support and teaching staff, interviews with students and a scrutiny of the school's Accessibility Plan.

Strengths:-

The Cherwell School is on two sites separated by a main road with an underpass access to each site. The south side, as it is referred to by the school community, houses students in key stage three and the north side houses key stages four and five although some lessons for students can take place on the other site.

A tour of each site revealed good accommodation for learning on each site. I was impressed with the clean and well-kept classrooms and the range of displays in classrooms. There was no sign of any graffiti and the site was generally litter free.

At key stage three most of the classes are taught in mixed groups with setting in the core subjects after the first year. Departments have adequate resources for teaching and there is an expectation that the development plans for delegated budgets should reflect the needs of all learners.

I witnessed displays in corridors, which as well as giving information about the range of activities, including extra-curricular, that the school was offering, included the celebration of students' work and achievements.

In many lessons teachers use a seating plan for students so that the teaching can be more targeted and, where support is needed, it is utilised to maximise the resource.

In the lessons that I observed I found that students were confident in discussing their ideas and asking questions to ensure that their learning was secure.

Behaviour in classrooms and around the school was very good and students seemed to have a respect for each other and the environment in which they work. The relationship between staff and students is very good.

The Sixth Form Centre is very well resourced and is a conducive area for self-study and the students seemed to make good use of this excellent facility. And the Libraries on both sites are also well resourced and effectively used by students.

Areas for development:-

- The school's Accessibility Policy needs to be updated and the outstanding issues addressed.

Element 6 - Teaching & Learning

Evidence was gained from tours of the school, classroom observations, interviews with support and teaching staff, interviews with students and senior managers. An analysis of the RAISEonline report and other reports on the school, as well as a wealth of school documentation that was made available.

Strengths:-

The school has an effective cycle of monitoring the quality of teaching, through Learning Walks, Quality Assurance observations and Performance Management, providing feedback and appropriate support and training. The school's own self-evaluation determines the quality of teaching to be good with outstanding features. Satisfactory or inadequate lessons are rare. However, the school is not complacent and recognises that to be consistently outstanding there are further developments needed. An Assistant Head, with responsibility for Teaching and Learning, has been appointed to oversee the quality of provision and to provide relevant training and support to improve the quality of teaching further.

In the most recent report for the school Ofsted commented that the school was providing an outstanding quality of education for its students. "Students' achievement is outstanding because they are taught extremely well, have access to an excellent curriculum and are very well cared for." A parent had commented that her children had been enabled to reach their academic potential by some excellent teaching. Students I spoke to, and some of the lessons I observed, confirmed that many teachers made the lessons fun. And students who needed additional support felt it was always available and they appreciated the scaffolding that was provided.

Teachers in the school have high expectations of all students and they have clear objectives for learning in all the courses offered in the school. Staff manage behaviour in lessons well, they ensure that lessons have a range of tasks and ensure that there are opportunities to share and extend students' understanding. Relationships between students and teachers are good because teachers know their students well and there is a culture of mutual respect in the school. Students are well aware of what to do to improve through regular marking and feedback from teachers, self and peer assessment. Teachers routinely use the assessment data to match the learning to students' needs.

The school has a rigorous assessment system in place and staff, at all levels, use the assessment information to track student progress and plan for excellent support for individuals who are underachieving. There is a well-developed programme of interventions that is successfully deployed to maximise student achievement.

Areas for development:-

- Although a significant amount of work has already been done with staff on assessment for learning the school has identified aspects, such as clarity of learning objectives, use of success criteria and effective feedback to further improve the quality of provision.

Element 7 - Resources & ICT

Evidence was gathered from a tour of the site, discussions with students, staff, parents and governors. An analysis of the range of software available and exploring the school's website.

Strengths:-

The Cherwell School website is very well developed and has comprehensive information for staff, students and parents. It is well structured and therefore easy to navigate. It contains all the school policies for easy reference by all stakeholders. In addition it has a portal for students to access their work and advice, from home, on revision in a range of subjects. The school has now also uploaded a number of YouTube videos to help students understand some key topics and these are updated on a regular basis. Parents also have their own gateway and are able to review their child's attendance and performance records.

All classrooms are equipped with electronic projectors and whiteboards and staff often use a range of resources, for example using the internet, to inform and interest students in the process.

In addition many of the subject areas have a range of subject specific software to assist in teaching difficult concepts.

The Special Needs department also has a range of software that they use to help students with learning needs to bridge the gap. Some students are provided with laptops for their school work.

Apart from the dedicated ICT suites, the libraries and the Sixth Form study area also have a number of computers for students to use. The 'Base' on each site also has a small number of computers that students can use before school, during break and lunch and after school.

The school intends to increase access to ICT for students on FSM and who don't currently have computers or access to broadband internet through use of Pupil Premium that schools get as part of the discrete funding.

The school's wireless network enables access to the school's intranet as well as the internet. The school's network is filtered for content and makes students aware of their responsibilities in relation to cyber bullying as part of the school's policy on Anti Bullying.

Areas for development:-

- The school is aware that access to computers and broadband internet may be an issue for students from deprived backgrounds and has plans to address this.

Element 8 - Parents & Carers

Meeting with parents, school staff (some of whom are parents of students) and students. Evidence was drawn from the Ofsted report, Parents' Newsletters and Parental surveys.

Strengths:-

All the parents I spoke to were extremely positive about their own experience of dealing with school. They commented on the extremely informative website and useful information evening that the school organises. Each child with a particular need had a key worker in the school who knew the child well and had oversight of all the provision for that individual.

A parent of a child who had for a period of time become a school-refuser commented on the caring nature of the school and explained that teachers gladly provided work for the student on a regular basis and the school ensured that it stayed in contact. The student was gradually reintegrated into the school and now needs little support.

Parents also commented on the clarity of the school's policies and in particular about the school's Behaviour for Learning Policy. They stated that they found the Rewards and Consequences very clear to understand and they all recognised that it was applied fairly and consistently.

One of the parents of a child with learning needs said: "I have never heard of a school doing for a child as Cherwell does". She said that the school's structures were very clear and that it was very easy to keep in touch with the school. "There was always a point of contact in the school". Parents valued the role of the non-teaching Deputy Year Leader who they felt knew their child well and when any intervention was needed they were able to provide it.

And another parent said of staff in the school: "They treat them (the students) like family".

The school provides information for parents and carers through Information Evenings, the website and through the use of emails. Regular satisfaction surveys are conducted amongst the parents.

Parent governors are active members of the Governing Body and consider issues from a parental perspective. They can be contacted through the school should any parent want to raise issues.

The school's PTA is well organised and helps the school with the organisation of social and fund raising events.

Areas for development:-

- There are no specific areas for development.

Element 9 - Governors, External Partners & Local Authority

Evidence: Meeting with the Chair of Governors, a separate interview with two governors, interviews with members of staff, Ofsted report, representatives of various external agencies including the Oxford Boxing Academy.

Strengths:-

The Governing Body is effective in its role of support and challenge and has developed an effective committee structure to address specific issues. There is a Student Experience Committee that specifically considers issues directly related to students. The committee meets with student representatives of the School Council on a regular basis.

On meeting some of the school's external partners I was of the distinct opinion that, the staff at Cherwell, as one of the partners put it "They are in it for the kids". The school participates in the County's In Year Fair Access Panel meetings and takes a fair share of students excluded from other schools. In my meeting with some of these students it was apparent that they were very well integrated into the school and were appreciative of the support they received at The Cherwell School. The school also buys the services of an EAL Consultant for 3 days per week to ensure that students receive individual support and have access to appropriate resources in departments. As a result, students with English as an additional language make good progress.

The school hosts Multi Agency Meetings, involving a wide range of agencies, for the most vulnerable children and the most effective support strategies are put in place to support these students. A Key Worker is identified in the school who has oversight of such students who ensures that appropriate provision is made. It was pointed out to me that the Inclusion and Attendance Officer and the Deputy Head (Student Experience and Inclusion) were very proactive in seeking help from the range of agencies and that they were very committed to the CAF/TAC process. A number of the agencies also worked closely with the school during the transition process thus enabling students with needs to settle quickly into the secondary school.

Through this partnership working, for example with the Boxing Academy where about 20 of the Cherwell students attend regularly, the school has been able to ensure the continued engagement in education for these students. In some cases students have been able to follow some vocational pathways.

The school has an active PTA that organises social and fund raising activities as well as some useful information events such as that on internet safety.

Areas for development:-

- To continue to make links with a wider range of partners in the voluntary sector to extend the range of experiences for identified students.

Element 10 - The Community

Evidence: Meetings with representatives of external agencies, Outreach staff, Deputy Head, Key Workers, testimonials from community organisations and the Ofsted Report.

Strengths:-

The Cherwell School is part of the Oxford City Learning, a partnership of 10 institutions which includes the Pupil Referral Unit, the Further Education College and Special Schools that are keen to pool their resources to provide better outcomes for all students in the City of Oxford. The aim of this partnership is to raise standards and to accelerate progress by working together.

The school has been involved in the 'Chicken Project' with a school in South Africa. A small group of students and a teacher visited the school and, having witnessed the deprivation, were inspired to help the young people and their communities. The project enables the South African students to set up a sustainable business which subsequently leads to the school being able to acquire new learning resources. This helps students at Cherwell to not only empathise with their counterparts in South Africa but also helps them to develop their problem-solving and business development skills.

All sixth form students are allowed to go offsite during their free time and at lunch times. This privilege is extended to Y11 students who have not been subject to sanctions on the School's Behaviour Policy. And since the school does not have a uniform staff are very conscious of the possible impact on the local shop keepers and the wider community. As a result, The Cherwell School has developed the Neighbourhood Action Group through which a close working relationship with local shopkeepers, councillors and the police has emerged and regular meetings take place to discuss issues of concern. Senior staff from the school periodically patrol the local area to reassure shop keepers and residents.

All students in Y11 have a work experience placement for a week and the relationship with many employers results in students being offered either part time or full time jobs. Y12 students also have an opportunity to conduct some work shadowing and this has been a great success.

The school liaises with a range of businesses and organises an annual Careers Convention to raise awareness and aspirations of the young people. The school also enjoys good links with the local FE College and the university.

There are annual exchanges to France and Spain for students learning those languages and visits to museums, a variety of places of worship, etc.

Areas for development:-

- To progress the school's plans to become a Teaching School.

Summary

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The Cherwell School clearly demonstrates that it is an Inclusive School that caters well for all its students, works in harmony with parents and carers and extends its work to a wide ranging community beyond the school. I was privileged to assess such an exciting and caring school where the relationships between the stakeholders, regardless of background, are positive and constructive. I was also impressed by the welcoming nature of the school, the friendliness of students and the dedication of all staff, teaching and support. The school is a happy place but is not complacent and continues to seek ways of improving both the quality and the range of its provision.

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The school is pro-active in its attempts to engage with parents, with other schools, the LA and its agencies as well the wider community including local primary schools and the business community. There are many events that the school holds but also seeks out opportunities for its students to make visits to a range of educational and cultural centres and engages its students in social and voluntary activities.

The school’s own assessment has been comprehensive and Ofsted judges the personal development and well-being of students to be outstanding. The care, guidance and support for students is also outstanding and is a testimony to the school’s commitment towards inclusion. The school is aware of its strengths and the areas for improvement and it has been judged to have a good capacity to improve further. There is clear evidence of the determination of the leadership team to strive to improve provision and raise achievement for all students and it is supported by well-developed plans for further improvement. The structures that the school has developed ensure that all children have personalised targets for improvement and where each learner is able to achieve regardless of her or his starting position.

Assessor: Mr Mohamed Sabur

Date: 5th October 2012