

# Inclusion Quality Mark

The Cherwell  
School



*A Centre of Opportunity*

## Introduction:

Following assessment in Term 1 2012, The Cherwell School has been awarded the **Inclusion Quality Mark**.

The IQM is a national award and is gained by a select group of schools and academies who have undertaken rigorous self-evaluation and stringent external assessment to confirm they:

- Raise achievement for all students
- Promote access and diversity
- Create an environment to provide the opportunity for all to succeed and achieve high standards
- Constantly strive to improve the inclusive nature of schools

Find out more about the Inclusion Quality Mark from the **[IQM website](http://www.inclusionmark.co.uk)** [www.inclusionmark.co.uk](http://www.inclusionmark.co.uk)

## Extracts of 'strengths' from the full report:

- 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.
- 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.
- 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.
- 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.
- 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".

**Extracts of 'areas for development' from the full report:**

- 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.
- The school is aware that the Accessibility Plan needs updating and it is advised to further review its access control into the school.
- The school should consider monitoring the participation in extra-curricular activities to ensure that no group of students is under represented.
- 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.
- 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.
- To continue to make links with a wider range of partners in the voluntary sector to extend the range of experiences for identified students.

*PJames  
Dec12*