

# **THE CHERWELL SCHOOL**

Opportunity, Responsibility, Excellence



## **Prospectus**

**2018-2019**

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# The Cherwell School

This booklet contains further information about our school which we hope you will find useful and informative. If you would like additional information please visit our website, telephone, write or email.

**Telephone:** (01865) 558719      *South Site dial 1*  
*North Site dial 2*

**Address:** The Cherwell School  
Marston Ferry Road  
Oxford  
OX2 7EE

**Email:** [office@cherwell.oxon.sch.uk](mailto:office@cherwell.oxon.sch.uk)  
[head@cherwell.oxon.sch.uk](mailto:head@cherwell.oxon.sch.uk)

**Website:** [www.cherwell.oxon.sch.uk](http://www.cherwell.oxon.sch.uk)  
*Our website is updated regularly and includes all information sent out to parents.*

## Useful Contacts

We place considerable emphasis on school and parent / carer partnership and good communication is at the heart of this. At the start of each year we issue a guide to parents and carers on who and how to contact the school. We often use email to contact parents and carers as well as posting regular information on our website, in addition to using letters and phone calls as required. Below you will find the some names of key staff for new students. School contact details can be found above.

Mr Chris Price	-	Headteacher
Miss Barb Timms	-	Deputy Headteacher (Student Experience and Wellbeing)
Dr Martha Hawes	-	Assistant Headteacher (Inclusion)
Mr Pete Davies	-	Assistant Headteacher (Behaviour for Learning)
Mr Jermaine Jarvis	-	Assistant Headteacher (Transitions and Progression)
Mr Tom Hilton	-	Assistant Headteacher (Curriculum)
Ms Lyndsey Caldwell	-	Assistant Headteacher (Teaching and Learning)
Mrs Tracey Parish	-	Assistant Headteacher (Staff Development)
Ms Lindsey Alexander	-	Assistant Headteacher (Strategic Leadership of Post 16 Education)
Mr Clark Lawfull	-	Head of Sixth Form
Ms Kim Young	-	Inclusion and Attendance Officer
Mrs Kay Ridout	-	SEND Officer
Mr Adam Iqbal	-	Inclusion Leader
Mrs Lorraine Hunt	-	Behaviour Support Base Manager



Ms Tonia Harris	-	Area Team Manager for SENSS Hearing impairment team
Mrs Andrea Clayton & Mr Pete Austin	-	Communication and Interaction Resource Base
Mrs Sarah Beauchamp	-	PA to Headteacher
Mrs Nicola Small	-	Chair of Governors

## Admissions

285	pupils joined our Year 7 in September 2018
394	first choice applications
734	total applications
1983	total number of pupils on roll in September 2018

The admission arrangements for entry are published by Oxfordshire County Council in its booklet "Oxfordshire Secondary Schools – admissions and transfers 2019/20" which is distributed to all Primary School Year 6 parents and is also available from the School Admissions Team at Oxfordshire County Council.

Tel: (01865) 815175

Email: [admissions.schools@oxfordshire.gov.uk](mailto:admissions.schools@oxfordshire.gov.uk).

Once we know which students will be joining us in September 2019 we will send out further information and arrange welcome visits for students and parents. Cherwell staff will also visit our new students in their primary schools in June and July of 2019.

## The Cherwell School Governing Body

Mr David Dyer	Staff	Mr Chukwudi Okeke	Parent
Mr Nick Graham	Community	Mr Chris Price	Headteacher
Ms Rae Hancock	Staff	Mrs Nicola Small	Community (Chair)
Mr Jo Harris	Community	Mrs Tina Surrage	Staff
Ms Rachel Henning	Parent	Mr Frank Webster	Community
Mrs Irene Kirkham	Local Authority	Ms Janine Wooldridge	Parent
Mrs Lucy Melville	Parent	Mrs Sarah Beauchamp	Clerk
Ms Nikki Newhouse	Parent		

## PTA

Parents and friends of The Cherwell School work hard to support the activities of The Cherwell School PTA. They can be contacted on [pta@cherwell.oxon.sch.uk](mailto:pta@cherwell.oxon.sch.uk)



# The Curriculum

The curriculum offered is a balanced, broad-based and stimulating programme which supports each student's learning needs, providing extra help or extending and accelerating the curriculum as appropriate.

'The Cherwell Skills for Life' shown below, supports our school aims and underpins our curriculum. They have been written to help students, staff, and parents and carers have a clear understanding of what the numerous learning opportunities within the school should allow students to experience and develop during their time with us.

Skills For The Person	Skills For The Community	Skills For The Future
<p><b>Resilience</b> <i>(You will be able to cope when things go wrong)</i></p> <p><b>Resourcefulness</b> <i>(You will be able to adapt things to solve a problem and think 'outside the box')</i></p> <p><b>Organisational Skills</b> <i>(You will be able to manage your equipment and manage your time)</i></p> <p><b>Creative Thinking</b> <i>(You will be able to find unique solutions to difficult problems)</i></p> <p><b>Self-control</b> <i>(You will be able to manage your own behaviour and resist being lead astray)</i></p> <p><b>Decision Making</b> <i>(You will be able to weigh up all the possible options and make an appropriate choice)</i></p>	<p><b>Making a positive Contribution</b> <i>(What you do will be appreciated by others)</i></p> <p><b>Collaborating and Teamwork</b> <i>(You will be able to work well with others)</i></p> <p><b>Supporting and Valuing Others</b> <i>(You will be happy to see others doing well and will want to help them when they are finding things hard)</i></p> <p><b>Involvement</b> <i>(You will want to be a part of things not be someone who leaves it to others)</i></p> <p><b>Humour</b> <i>(You will always try to look on the bright side of life and bring a smile to someone's face)</i></p> <p><b>Communication Skills</b> <i>(You will be able to express yourself clearly in speaking and writing)</i></p>	<p><b>Independence</b> <i>(You will be able to do things for yourself without needing help all the time)</i></p> <p><b>Trying New things</b> <i>(You will be brave enough to try things even when you are unsure how they will turn out)</i></p> <p><b>Commitment to Success</b> <i>(If at first you don't succeed you'll want to try again)</i></p> <p><b>Problem Solving</b> <i>(When you come across an obstacle you will know ways in which to find a solution)</i></p> <p><b>Aspiration</b> <i>(You will want to be the best you can be)</i></p> <p><b>Initiative</b> <i>(You won't need someone else to tell you when to do the right thing)</i></p>

## Key Stage 3 (Years 7-9)

Our courses build on the foundation of the work completed in primary school and take into account recent revisions to the National Curriculum.

In Years 7-9 students study English, Mathematics, Science, Spanish or German, Drama, History, Geography, Music, Art, Technology, Physical Education, Computing and ICT, RS and Social Wellbeing. Throughout the school we are committed to developing a range of learning/social skills as well as offering a range of different opportunities as reflected by 'The Cherwell Skills for Life' shown above.

Much of the teaching in Year 7 is in form groups, but Maths is set and Design Technology and PE are taught in mixed form groups. In Year 8 French is also taken alongside Spanish and German.

Towards the end of Year 9 students choose the subjects they wish to study in Years 10 and 11. Parents are involved closely with the selection of GCSE and other courses and the Year 9 PSHCE programme supports students in their decision making.



## Key Stage 4 (Years 10 and 11)

Currently in years 10 and 11 students can follow GCSE and a small number of VCert courses. All students study a core consisting of English, Mathematics, Science, PE, Citizenship and Social Wellbeing. Up to four other subjects are also studied, chosen by students with careful guidance to ensure a broad and balanced programme. It is strongly recommended that one of the humanities, a foreign language and a technological or creative subject are included by most students.

During Key Stage 4 careers guidance is integrated into the programme and is supported by our own Careers Officer. There are a number of information and guidance events for students, parents and carers providing additional details about opportunities after Year 11 and about sixth form courses.

## Key Stage 5 (Years 12 and 13)

As a large Sixth Form, we are able to offer an extremely wide range of A level courses. The current provision includes:

Art	History
Biology	Mathematics
Business Studies	Music
Chemistry	Religion, Philosophy and Ethics
Computing	Physical Education
Drama & Theatre Studies	Physics
Economics	Photography
Engineering	Product Design
English Literature	Psychology
Further Mathematics	Sociology
French	Spanish
Geography	
German	

All students will also compete an Extended project qualification and follow a social wellbeing curriculum alongside their A-Level choices.

Detailed information is published in our Sixth form Prospectus which is available from the school.



# Special Educational Needs and Disabilities (SEND)

We are committed to ensuring that all students realise their potential, through a broad and balanced curriculum that provides equality of opportunity and enables high achievement for all students regardless of specific need or academic ability.

The guidelines outlined in the Department of Education's Code of Practice form the basis of our Special Needs policy, which is available from the school. Students experiencing difficulties with their learning will be identified through information from parents, teaching staff, primary school colleagues and the students themselves, and they might then be placed on the Special Educational Needs register. A student profile is created to alert staff to the needs identified and the strategies agreed to help the student. This enables teaching staff to provide additional classroom support to enable the student to access the curriculum, and we ensure that they are monitored closely and their progress discussed regularly with parents. Students with Education and Health Care Plans (EHCPs) issued by the local authority are also supported and monitored closely, according to the provision outlined in their plans. Regular meetings take place with parents to review the outcomes for these students.

Increasingly, students are encouraged to work towards independence, with support from TAs and class teachers. We suggest a range of strategies, in consultation with external bodies, to achieve a greater level of autonomy for students with SEND, in the classroom and whilst working at home.

Martha Hawes, Assistant Headteacher, oversees special educational support in school including students with SEND and bilingual learners. Our Special Educational Needs Officer is Mrs Kay Ridout. Kay works closely with the subject departments and the team of Teaching Assistants to co-ordinate support for the students on the Special Educational Needs register, and others who have been identified as having short- or longer-term needs. The learning support department offers support for students with specific learning difficulties, including additional provision for those students who require additional help with literacy and numeracy.

The school has two attached Oxfordshire Special Educational Needs resource bases: one for students with hearing impairment (HI) and one for students with communication and interaction (C&I) difficulties. The Hearing Resource Base (HRB) and the Communication and Interaction Resource Base (CIRB) form part of a continuum of support offered within the Local Offer for children and young people with SEN living in Oxfordshire. Both resource bases are staffed with specialist teachers and support staff from the centrally held Special Educational Needs Support Services (SENS). Students with HI or C&I are on school roll and are included as fully as possible in school life with support from the bases. The lead teacher for the HRB is Helen Robertson and for the CIRB are Pete Austin and Andrea Clayton.

Specialist support for students whose first language is not English is co-ordinated by Mr Adam Iqbal.

Students who have been identified as having behavioural needs benefit from guidance provided in the Inclusion Base managed by Mrs Lorraine Hunt. This is a nurturing environment designed to enable students a chance to reflect upon their behaviour and manage better in school.



# High Attainers

The Cherwell School is committed to identifying and further challenging those students who are attaining highly in their studies.

We define High Attaining students as those who are working at a level significantly above the average performance for their year group. Whilst we believe that all students have the potential for high attainment, we use current and prior attainment data, as well as the professional judgement of our teachers, to identify high attaining students at the school. Our aim is to ensure that all students are given an experience which is appropriately challenging, and ensures strong, sustained further progress in the acquisition of knowledge, skills and abilities.

We strive to achieve this in three main ways:

- We provide an excellent quality of teaching and provision for High Attaining students
- We cultivate an ethos and culture of scholastic excellence, which recognises, values and celebrates high attainment
- We provide an excellent programme of extracurricular provision

## Safeguarding Pupils at The Cherwell School

At The Cherwell School, the health, safety and well-being of every student is very important. We listen to our students and take seriously what they tell us. Our aim is that children will enjoy their time at school and achieve well. We aim to work in partnership with parents and carers to help students to be successful, feel safe and make a positive contribution.

All staff undertake safeguarding training every year and briefings are included in termly staff meetings in order to ensure all staff are up to date with current issues and are skilled at responding to concerns.

To promote a safe environment for students, our selection and recruitment policy includes all checks on staff and volunteers suitability, including Disclosure and Barring Service checks and overseas checks, as recommended by Oxfordshire County Council in accordance with current legislation.

In accordance with our responsibilities under section 175 of the Education Act 2002, we have a Designated Safeguarding Lead (Miss Timms) and two Deputy Designated Leads (Mrs Young and Mr Price) who has received appropriate training for this role as well as 5 other members of staff who have received advanced training (Mrs Hunt, Dr Hawes, Mr Jarvis, Mr Iqbal and Ms Kelbrick). It is their responsibility to ensure that all members of staff in contact with students receive child protection awareness training on a regular basis. Mr Chukwudi Okeke is the Governor in charge of Safeguarding.

On rare occasions our concern about a student may mean that we have to consult other agencies. Unless it is not safe for a student, we would always aim to achieve this with a parent's/carer's consent but this may not always be possible. The procedures, which we follow, have been laid down by the Oxfordshire Safeguarding Children's Board and the school has adopted a Child Protection Policy in line with this for the safety of all. If you want to know more about our procedures, please speak to the Headteacher. The Policy can be found on the school website and is available, on request, from the school office.





# Summer 2018 Examination Results

## SUMMARY

### **GCSE**

Number of students	268
Provisional Progress 8 score	0.9
Provisional Attainment 8 score	60.1
% Basics (4 grade or above in English and Maths)	84.0
% Basics (5 grade or above in English and Maths)	74.0
% achieving English Baccalaureate (Standard 4+)	41.8
% Students 5+ A*-A (incl. 7-9 in Eng or Math)	43.3

### **A Level**

Number of students	240
% Passes at A*/A	32.8
% Passes at A/B	59.2
% Passes at A/E	98.0
Average point score per student (UCAS – new points scale)	126.6
Average point score per student (QCA – new points scale)	116.0



## GCSE 2018 Subject Summary

Subject	Entered		Grade 7+		Grade 5+		Grade 4+		Grade 3+	
	No.	%	No.	%	No.	%	No.	%	No.	%
Arabic	2	0.75	2	100	2	100	2	100	2	100
Art	62	23.13	17	27.42	31	50	47	75.81	60	96.77
Astronomy	11	4.1	1	9.09	4	36.36	11	100	11	100
Biology	172	64.18	93	54.07	158	91.86	168	97.67	170	98.84
Business Studies	68	25.37	7	10.29	18	26.47	39	57.35	54	79.41
Chemistry	171	63.81	100	58.48	156	91.23	167	97.66	169	98.83
Chinese	7	2.61	7	100	7	100	7	100	7	100
Computing	56	20.9	38	67.86	51	91.07	53	94.64	55	98.21
D&T Food L1	4	1.49	0	0	0	0	0	0	1	25
D&T Food L2	20	7.46	7	35	19	95	20	100	20	100
D&T Graph	16	5.97	0	0	6	37.5	13	81.25	15	93.75
D&T Resis Mat	38	14.18	10	26.32	20	52.63	26	68.42	31	81.58
Dance	8	2.99	2	25	6	75	6	75	8	100
Drama	53	19.78	13	24.53	26	49.06	37	69.81	47	88.68
Dutch	1	0.37	1	100	1	100	1	100	1	100
Engineering	11	4.1	5	45.45	6	54.55	11	100	11	100
English Lang	266	99.25	102	38.35	201	75.56	236	88.72	260	97.74
English Lit	264	98.51	149	56.44	224	84.85	246	93.18	259	98.11
French	52	19.4	28	53.85	40	76.92	46	88.46	49	94.23
Geography	121	45.15	60	49.59	101	83.47	111	91.74	117	96.69
German	42	15.67	21	50	34	80.95	41	97.62	42	100
Health and Social Care	26	9.7	3	11.54	11	42.31	16	61.54	18	69.23
Health & Fitness L2	8	2.99	0	0	2	25	8	100	8	100
History	130	48.51	76	58.46	106	81.54	120	92.31	126	96.92
ICT	29	10.82	9	31.03	15	51.72	22	75.86	26	89.66
Maths	267	99.63	107	40.07	200	74.91	231	86.52	253	94.76
Maths Further	32	11.94	30	93.75	32	100	32	100	32	100
Music	23	8.58	15	65.22	21	91.3	22	95.65	22	95.65
Physics	171	63.81	89	52.05	155	90.64	165	96.49	170	99.42
Religion, Phil & Eth	42	15.67	14	33.33	31	73.81	38	90.48	41	97.62
Science Combined	95	35.45	3	3.16	35	36.84	58	61.05	82	86.32
Sociology	39	14.55	8	20.51	17	43.59	21	53.85	27	69.23
Spanish	51	19.03	16	31.37	38	74.51	45	88.24	49	96.08
Sports Studies	71	26.49	32	45.07	60	84.51	67	94.37	71	100
Citizen	254	94.78	41	16.14	115	45.28	169	66.54	215	84.65
French	23	8.58	17	73.91	21	91.3	22	95.65	22	95.65



## A Level 2018 Subject Summary

Subject	Entered		Grade A*-A		Grade A* - B		Grade A* - C		Grade A* - E	
	No.	%	No.	%	No.	%	No.	%	No.	%
Art	19	7.92	12	63.16	16	84.21	19	100	19	100
Biology	63	26.25	15	23.81	30	47.62	46	73.02	61	96.83
Business Studies	12	5	4	33.33	7	58.33	9	75	12	100
Chemistry	66	27.5	19	28.79	35	53.03	47	71.21	64	96.97
Computing	9	3.75	1	11.11	3	33.33	6	66.67	9	100
D&T Product Design	12	5	5	41.67	7	58.33	9	75	12	100
Drama	25	10.42	0	0	11	44	17	68	25	100
Economics	34	14.17	9	26.47	17	50	24	70.59	32	94.12
English Lit	63	26.25	29	46.03	52	82.54	60	95.24	62	98.41
Extended Project	202	84.17	76	37.62	116	57.43	156	77.23	202	100
French	16	6.67	6	37.5	12	75	14	87.5	16	100
Geography	33	13.75	9	27.27	20	60.61	27	81.82	33	100
German	5	2.08	2	40	3	60	3	60	5	100
History	56	23.33	22	39.29	38	67.86	49	87.5	55	98.21
Maths	112	46.67	53	47.32	72	64.29	93	83.04	110	98.21
Maths AEA	2	0.83	0	0	0	0	0	0	0	0
Maths Further	21	8.75	12	57.14	17	80.95	20	95.24	21	100
Maths Further Add	1	0.42	1	100	1	100	1	100	1	100
Music	6	2.5	3	50	4	66.67	6	100	6	100
PE	9	3.75	2	22.22	2	22.22	4	44.44	7	77.78
Photography	7	2.92	1	14.29	4	57.14	4	57.14	7	100
Physics	44	18.33	10	22.73	26	59.09	33	75	41	93.18
Psychology	38	15.83	4	10.53	15	39.47	28	73.68	37	97.37
Religion, Philosophy & Ethics	39	16.25	7	17.95	17	43.59	31	79.49	39	100
Sociology	27	11.25	2	7.41	12	44.44	21	77.78	27	100
Spanish	13	5.42	4	30.77	9	69.23	12	92.31	13	100

### Destinations 2018

Year 11 students

- 92% remained in education
- 4% employment / apprenticeships
- 2% other training provider
- 1% moved out of Oxfordshire
- 1% personal circumstances

Year 13 students

- 70% University
- 19% Deferred entry to university / GAP year
- 2% Employment
- 3% Art Foundation
- 2% Apprenticeship
- 4% College/School

### Absence rates 2017/18

Authorised absence  
Unauthorised absence

- 3.8%
- 1.4%



# Typical Day in the Life of a Cherwell Year 7 Pupil

- 8.20 - Arrive at school, lock my bike in the cycle sheds, meet up with friends.
- 8.25 - The first bell goes and we make our way to our form rooms for registration.
- 8.30 - Our form tutor takes the register, gives our notices and checks our planners. If we are having an assembly we go to the gym to join the rest of our year group, if not we have tutorial activities with our form tutor.
- 8.45 - **Lesson 1**  
We have five one hour lessons each day in a two week timetable. Each day is different so, on Tuesday in week 1 we might have Drama, Science, PE, English and History. We have timetables in our planners to remind us where to go.
- 9.50 - **Lesson 2**  
There is a 5 minute break between lesson 1 and lesson 2 to allow us time to arrive promptly at our next room.
- 10.50 - **Break**  
By now we are hungry so off we go to the canteen, we meet our friends, play outside, talk to teachers, go to the library. Break goes very quickly.
- 11.10 - **Lesson 3**
- 12.10 - **Lunchtime**  
More food, more time with friends, lots of lunchtime clubs and activities to choose from.
- 12.55 - A bell sounds to tell us to go to afternoon lessons.
- 13.00 - **Lesson 4**
- 14.00 - **Lesson 5**  
A five minute movement break and then the final lesson starts at 14.05.
- 15.05 - The end of the school day, but there are more activities, clubs and opportunities for us to do if we wish. Then home!



## Times of the School Day

08.30	-	08.45	Registration
08.45	-	09.45	Lesson One
09.45	-	09.50	Lesson Change
09.50	-	10.50	Lesson Two
10.50	-	11.10	Break
11.10	-	12.10	Lesson Three
12.10	-	13.00	Lunchtime
13.00	-	14.00	Lesson Four
14.00	-	14.05	Lesson Change
14.05	-	15.05	Lesson Five

## Examples of Extra Curricular Activities and Clubs (not Music or Sport)

### LUNCHTIME CLUBS

Club	Day	Year	South (Room)	North (Room)
Christian Union	Tuesday	KS4		1
Chess Club	Tuesday	KS3	Library	
Christian Union	Wednesday	KS3	Library	
Chicken Project	Wednesday	KS4/5		1
Cherwell Earth	Wednesday	All		19
Dr Who	Wednesday	KS3	81	
Debate Club	Thursday	Yr9	64	

### AFTER SCHOOL CLUBS

Club	Day	Year	South (Room)	North (Room)
Science	Monday	7	42	
Young Enterprise	Tuesday	12		1
Art Club	Tuesday	Years 8 & 9	30	
Robot Club	Tuesday	KS3	31	
Amnesty	Tuesday	All		19
Homework	Wednesday	All		N2
Art Club	Thursday	Year 7	30	
Book Club	Thursday	All	South Site Library	
Creative Writing	Thursday	All		6
Textiles Club	Thursday	All	33	



## Music, Dance and Drama Extra Curricular Activities

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Lunchtime North site</b>	<b>Senior Orchestra</b> <i>Students of grade 5 and above yrs 7-13</i>		<b>Senior Choir</b> Yrs10-13		<b>String Orchestra</b> <i>String players grade 4 &amp; above, Yrs 7-13</i>
<b>Lunchtime South site</b>	<b>Choir</b> <i>Students in year 7-9</i>		<b>Concert Band</b>	<b>Brass Ensemble</b>	
	<b>Woodwind Ensemble</b>			<b>KS3 Drama Club</b>	
<b>After School</b>			<b>Samba Band</b>	<b>Violin Club</b>	

## Sports Extra-Curricular Activities

VENUE		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>SOUTH</b>	<b>PLAYING FIELDS</b>	KS4 & 5 Rugby	Running Club KS3 Rugby	KS4 Girls Rugby Yr7-9 Boys Football	KS3 Girls Rugby	
	<b>COURTS</b>					
	<b>GYM 1/ GYM 2</b>	Extended Day Games Rowing	Extended Day Games Yr7 Fit4Fun		Cheerleading	Cheerleading
<b>FERRY</b>		Squash	KS3 Boys Basketball	KS3 Girls Basketball	All Years Volleyball	
<b>NORTH</b>	<b>PLAYING FIELDS</b>	Yr7-13 Girls Football		Yr10-13 Boys Football		

If you have any further questions after reading this prospectus and visiting our school, please contact us.

