

# Chenderit School

## Inspection report

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<b>Unique Reference Number</b>	122087
<b>Local Authority</b>	Northamptonshire
<b>Inspection number</b>	363952
<b>Inspection dates</b>	25–26 May 2011
<b>Reporting inspector</b>	Robert Barbour HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Secondary
<b>School category</b>	Community
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
Gender of pupils in the sixth form	Mixed
<b>Number of pupils on the school roll</b>	1162
Of which, number on roll in the sixth form	287
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Neil Hoose
<b>Headteacher</b>	Graham Tyrer
<b>Date of previous school inspection</b>	14 May 2008
<b>School address</b>	Archery Road Middleton Cheney, Banbury OX17 2QR
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and four additional inspectors. Forty six lessons were observed, taught by 46 teachers; there were also a number of briefer visits to lessons. Meetings were held with students, staff and representatives of the governing body. Inspectors observed the school's work and looked at a wide range of documentation including 198 questionnaires completed by parents and carers, and questionnaires completed by staff and students.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How effective are the school's middle leaders in their roles?
- How good is the progress currently being made by the most-able students?
- Is the sixth form now outstanding?
- Is there currently a small group of students performing less well than expected in Years 10 and 11?

## Information about the school

Chenderit School is a larger-than-average secondary school and is a specialist college for the visual arts. It draws its students mainly from villages in the south of Northamptonshire, but a few students travel from Banbury in Oxfordshire. A very large majority of students are of White British background. Very few students have a first language other than English. The proportion of students known to be eligible for free school meals is low. The proportion of students with special educational needs and/or disabilities is below average, although the proportion with a statement of special educational needs is a little above the national average.

The school has the Sportsmark, the Artsmark silver and the Healthy Schools awards. It is a Consultant School with the Specialist Schools and Academies Trust. It gained a LinkedUp award for Content and Language Integrated Learning in 2010. It has the Specialist Schools and Academies Trust Every Child Achieves Award for literacy across the curriculum.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?****1****The school's capacity for sustained improvement****1**

## Main findings

Chenderit School is an outstanding school. As one parent wrote: 'I have been incredibly impressed by the whole Chenderit experience and cannot praise the school enough. It is an excellent school full of staff top to bottom who obviously care deeply.' Academic results at both GCSE and A-level have increased sharply since the last inspection and the achievement of students is outstanding.

The school has an outstanding curriculum. This offers a wide range of opportunities for students to gain academic or vocational qualifications, in some instances through excellent partnership arrangements with colleges and other providers. All students in Year 7 and many in Year 8 learn some of their humanities lessons through the medium of French or German. This practice is particularly effective as the quality of both the language aspect and the humanities teaching is very high. As another parent commented: 'The immersion method of teaching is innovative and inspiring.'

The sixth form of the school is outstanding. The teaching, curriculum, pastoral care and leadership and management are of the highest quality and result in students achieving high standards, developing as individuals and being prepared well for their next steps.

The care, guidance and support offered by the school are also outstanding. An excellent transition programme from primary school to secondary school includes an extended series of evening meetings entitled 'Helping your child at Chenderit'. These run from the summer term before students enter the school through to the following January. A parent described this process as 'exemplary'. During their time at the school, students are supported by excellent pastoral care. The support offered to the most vulnerable students in the school is exceptionally good. The school's policy on anti-bullying has now been adopted regionally as a model of high quality practice. The degree to which students feel safe in school is very high. These factors, together with the high quality of the school's procedures, mean that the school's safeguarding is outstanding.

Teaching in the school is good. Some teaching is outstanding, and is characterised by students developing as independent learners and taking a very active role in their lessons. Some teaching is satisfactory and in these lessons students take a more passive role, and as a result do not engage as deeply in learning.

The attendance of students at school is high. Students make an outstanding contribution to the school and the wider community through their role as sports leaders, as student leaders of learning in their lessons, as peer counsellors and through a range of community links. These factors also contribute to the outstanding development of the skills students need for the workplace and their future economic well-being. A particular strength is their development of enterprise skills, and students are justifiably proud of having won the regional award for enterprise run by the Institute of Directors in early May 2011.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

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The specialist visual arts status of the school has been developed to an outstanding extent. Its ethos permeates the school as illustrated by the gallery right by the school entrance. Partner primary schools receive excellent support in developing their art teaching through advice, joint projects and resources that are available to borrow. This is an aspect of the way in which the school uses partnerships with outstanding effect to promote learning and well-being. The school's links with local welfare agencies are excellent. The headteacher, staff and students have also made significant contributions to the development of literacy on a regional and national stage through events organised, for example, by the Specialist Schools and Academies Trust.

The leadership and management of the school are outstanding. Leaders and managers convey a clear vision of a school where every student develops to achieve their full potential. They are outstandingly effective in deploying the school's resources to achieve value for money. Middle leaders share the ambition and drive of senior managers. The academic results at GCSE and A-level have improved enormously since the last inspection and attainment in the school is now high. The curriculum has broadened to meet the needs of every student and has become outstanding. The sixth form has improved and has become outstanding. School leaders understand the school's strengths and areas for development very well, and plan effectively for further improvement. The school's capacity for sustained improvement is therefore outstanding.

**What does the school need to do to improve further?**

- Increase the proportion of teaching that is good or outstanding by:
  - further sharing the existing outstanding practice between teachers and departments
  - ensure that students have more opportunities to take an active part in their lessons and develop as independent learners.

**Outcomes for individuals and groups of pupils****1**

When students enter the school their attainment is close to the national average, with some variability from year to year. Students' attainment in Year 11 is high and they have made good progress during their time in the school. In 2010, there were some subjects at GCSE where the number of A and A\* grades was less than expected. Also in 2010, while girls and boys both achieved high results, the amount by which girls out-performed boys was greater than that found nationally. Currently in Year 11, and in the school as a whole, the attainment of more-able students is good and there is a sharply reduced gap by which girls are out-performing boys.

Students respond well to working in groups or independently. In an outstanding Year 9 religious education lesson, students explored different aspects of the relationship between science and religion in small groups, and confidently fed their results back to the whole class. In another outstanding Year 9 textiles lesson, students designed and made a product working purposefully and independently. They showed persistence and enthusiasm both in developing their product and in acquiring new skills. Students with special educational needs and/or disabilities also make good progress through being given tasks with an appropriate level of challenge and with well-targeted support in class.

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Students' behaviour is good both in class and around the school, and the level of their punctuality is much higher than is usual in a secondary school. The wide and engaging curriculum, together with the vibrant emphasis on the visual arts, leads to students having good spiritual, moral, social and cultural development. Students enjoy taking part in extra-curricular activities and this academic year over 600 have taken part in residential visits.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	1
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

**How effective is the provision?**

Teaching is good. Teachers communicate the objectives of lessons well and so students can explain their progress in the particular topic they are following. Students also know the National Curriculum level that they are working at and often can express what they need to do to improve. Students find it useful when they are given the chance to help shape the learning objectives themselves. In the best lessons, students have the opportunity to think deeply and in these lessons there is high-quality questioning by the teacher or the use of working in pairs or groups. In some lessons, questioning is more superficial and the teacher takes too long introducing a topic. In these lessons, students have a more passive role and do not engage as effectively with in their learning.

The outstanding curriculum is enriched with a variety of special projects that allow for deeper learning, visits, visitors and extended practical work. These include a cross-curricular week and enterprise weeks. Students in Years 7 to 10 take part in an alternative curriculum experience week which includes residential visits and work experience. There is

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a full programme of enrichment linked to the visual arts specialist status including six classes running on a Thursday after school, with late buses arranged.

Another factor in the outstanding care, guidance and support provided by the school is the work of a dedicated member of the support staff team to monitor and reduce absence. This has led to the current high attendance. Another factor is that all students, together with their parents or carers, meet their tutor once a year to reflect on the students' progress and set targets for the future. This is enhanced at key transition points, such as when students are making choices for GCSE or post-16 courses. Students' progress is monitored very closely. A very small group of vulnerable students with complex needs is nevertheless at risk of performing less well than simple statistical predictions might suggest. However, in these cases great credit is due to the school for maintaining the engagement of these students in education.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

Leaders and managers at all levels have shown a determination to improve the school. Their effective work led to the substantially improved curriculum which now meets the needs and aspirations of students very well. Leaders and managers also ensure the close monitoring of students so that teachers intervene promptly when any student falls behind in their work. The quality of teaching is monitored well. Good programmes are in place to improve the quality of teaching and these are effective. However, in some instances the specific improvement targets for departments do not completely match the most pressing development needs.

Leaders and managers are effective in promoting equality and tackling discrimination. The careful monitoring of student performance and the subsequent interventions are narrowing the gaps in performance between boys and girls. This close analysis and the high quality provision for students with special educational needs and/or disabilities ensure that students with particular needs make good progress.

The governing body is highly effective in monitoring safeguarding and ensuring that it is outstanding. It holds the managers of the school to account well, and takes an active role in evaluation and development planning. The school promotes community cohesion well through a variety of projects, but most effectively through the impact of the visual arts specialism in bringing local communities together.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Sixth form

The students entering the sixth form have attainment that is on average slightly less than in sixth forms nationally. However, by the time they complete their courses their attainment is significantly higher than it is nationally and they have correspondingly made significantly more progress. Students also contribute extensively to the school and wider community through organising charities week, supporting literacy in Year 8, helping in playgroups, taking part in public speaking competitions and in numerous other ways.

Students make good progress in the sixth form because the curriculum is broad and fully meets their needs, the teaching is of very high quality and the care, guidance and support from the school is exceptionally well directed. This ensures that students know what their future opportunities are and that they are on track to achieve their objectives. Students work well together both in and out of class and form a happy and cohesive community.

The leaders and managers in the sixth form are relatively new in post, but have shown themselves to be highly effective in a short time. They share the commitment prevalent through the school's management of working hard to enable every student to achieve the very best possible outcomes.



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*These are the grades for the sixth form*

<b>Overall effectiveness of the sixth form</b>	<b>1</b>
Taking into account:	
Outcomes for students in the sixth form	1
The quality of provision in the sixth form	1
Leadership and management of the sixth form	1

## Views of parents and carers

In the questionnaire for parents and carers, a very large proportion agreed that the school keeps their children safe and that their child enjoys school. The proportion who agreed that the school deals effectively with unacceptable behaviour was lower than normally seen. A small number of comments were also made to this effect. Inspectors judged behaviour in the school to be good. They examined the school's records and noted that there is a smaller than average incidence of poor behaviour, and that this is dealt with using a range of appropriate strategies and sanctions. The proportion of parents and carers who agreed that the school takes account of their suggestions and concerns was also lower than normally seen. Inspectors judged that the school's links with parents and carers are good, and in particular that the programme for the parents and carers of new students in Year 7 was outstanding.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Chenderit School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 198 completed questionnaires by the end of the on-site inspection. In total, there are 1162 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	69	35	111	56	16	8	0	0
The school keeps my child safe	75	38	116	59	3	2	2	1
My school informs me about my child's progress	67	34	117	59	9	5	3	2
My child is making enough progress at this school	77	39	103	52	13	7	3	2
The teaching is good at this school	58	29	116	59	15	8	0	0
The school helps me to support my child's learning	57	29	111	56	19	10	2	1
The school helps my child to have a healthy lifestyle	35	18	128	65	25	13	2	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	58	29	112	57	13	7	0	0
The school meets my child's particular needs	55	28	115	58	17	9	2	1
The school deals effectively with unacceptable behaviour	44	22	110	56	28	14	5	3
The school takes account of my suggestions and concerns	34	17	113	57	26	13	3	2
The school is led and managed effectively	61	31	116	59	10	5	2	1
Overall, I am happy with my child's experience at this school	66	33	111	56	13	7	2	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



27 May 2011

Dear Students

**Inspection of Chenderit School, Middleton Cheney, OX17 2QR**

Thank you for your help and for taking time to talk to us during the recent inspection. I am writing to you to tell you about our main findings.

We have judged your school to be outstanding. During your time at school you make good progress and achieve high results in your GCSE and A-level examinations. The curriculum and the pastoral care at the school are particularly good. Your achievements are wider than just academic, however. We were impressed with your high attendance and the extent to which you feel safe. You have outstanding opportunities to make a contribution both to the school and the community as, for example, sports leaders, leaders of learning in your lessons and as peer counsellors. You are developing good skills for the future and this is particularly strong in the area of enterprise skills. You are rightly proud to have won the regional award for enterprise from the Institute of Directors in early May 2011.

Teaching at the school is good, and we have recommended to the school that more of the teaching will be of the very highest quality when you have more opportunities to be independent learners who take a very active role in more of your lessons.

The headteacher and his colleagues have worked hard to make your school outstanding. All of you can support them by maintaining your high attendance and punctuality and by continuing to work hard in all your lessons.

Yours sincerely

Robert Barbour

Her Majesty's Inspector

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