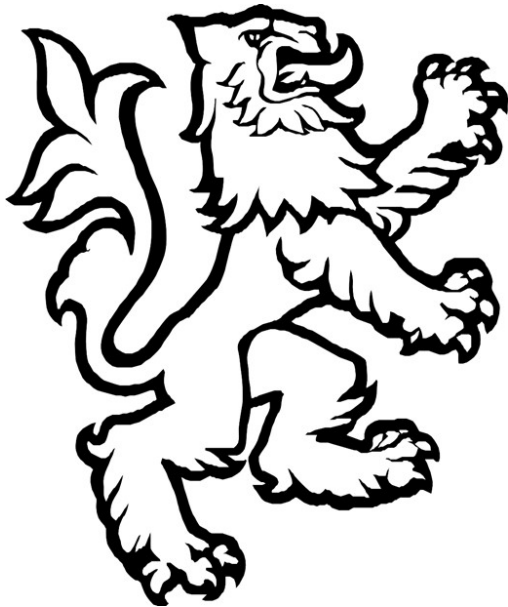


Chenderit School Self Evaluation Form 2026

Aim High, Work Hard, Be Kind

The Chenderit School Context	Revision date: September 2026	Author: C Billings
 <i>Aim High Work Hard Be Kind</i>	Chenderit School opened in 1979 and is a mixed comprehensive school positioned on the border of West Northamptonshire and Oxfordshire. Chenderit takes students from a range of local villages and the near town of Banbury. The school receives students from over 30 Primary Schools annually. There are 1100 students on roll. Over 200 of these students make up the Sixth Form. The number of students in receipt of pupil premium funding is below national average (13.4% v 27.1% nat), although the school is above the local average of 10.1% (IDSR) The number of students on the SEND register is above national average (20.9% v 16.5% nat). There are 36 students with an EHCP. Chenderit was last inspected by Ofsted in March of 2022. The inspection judged the school to be good in all areas, with an outstanding sixth form. Staff retention is high with relatively low turnover annually (3 members of staff retiring in 2026). A new Headteacher was appointed in September 2024. The school implemented the Chenderit Learning Cycle in 2023 to support metacognition and provide structure for the Developing Teacher Programme (DTP). Students generally enter the school with a scaled SATS score marginally below national (104.23 v 105.3 nat). The school is led by the motto of Aim High, Work Hard and Be Kind and is proud of its calm and purposeful ethos in lessons and around the school site, as well as its broad and varied personal development programme.	
		

Staffing Any specific features of the staffing of the school. For example, recruitment, turnover/stability, part-timers, non-specialists, experience, absence/extent of supply cover. Again, keep it short and factual.	Staff retention is good and there is a balance of experienced teachers, leaders and support staff and those new to post. Chenderit has a reputation for promoting a supportive working culture. Staff from other local schools regularly apply for roles. Flexible working requests are facilitated, if possible, at all levels. A large percentage of workforce is part time. Induction is strong and new starter/ exit interviews along with annual survey feedback demonstrates a positive culture. Absence levels well-managed (IDSR December 2025) and monitored. Staff are well-being prioritised, with the staff welfare group meeting termly to discuss key areas and feedback on current direction of the school.
Other features Any other features which affect your school	Our school Motto: Aim High, Work Hard, Be Kind Chenderit is over-subscribed: approx. 800 families applied for their Year 6 child for a place in September 2026. There has been continuous growth for the past five years. The total number on roll has increased year-on-year from 1,053 (2023) to 1,099 (2026). The Sixth Form is also expanding, growing from 179 students in 2023 to 211 in 2026. The percentage of FSM pupils (targeted and extended) is stable at around 13.4% (14.96% in 2025). This is flagged as "Below average" nationally. However, the update to FSM funding has had a significant impact on targeted FSM numbers with only 34 students currently being classed as 'targeted FSM' (3.1%). Chenderit is an active member of the SWAN alliance and benefits from its centralised training programme through an SLA. Site development: in the past two years the school has invested in new catering rooms, new boilers, a new Sixth Form facility, Computer Science room and additional security fencing. Attendance is slightly above national average and persistent absence is better than national average. The persistent absence of SEND students is significantly better than national statistics. Achievement: Progress in 2024 was positive (+0.18). With no progress in 2025 and 2026, attainment is the main benchmark. Attainment was at 50 (4 points above national average and 6 points above LA average. Students gaining at least a grade 5 in English and Maths was 54%, 10% above LA average and 8% above national average. Level 3 Value Added at Post 16 is on an improving trajectory (-0.06 2024, -0.01 2025, +0.20 2026). The number of students gaining the top grades in Level 3 qualifications has also improved across the last three years (41% 2024, 38% 2025, 45% 2026).
Mission Statement	Our mission is to be a thriving community where everyone is valued. We will aim high in all tasks we undertake. We will work hard to always be the best version of ourselves. We will be kind to all to create a better society.

Safeguarding: self-evaluation



SAFEGUARDING STANDARD	EVIDENCE	IMPACT OF WORK	RAG RATING
1.1 Leaders have established an open culture in which safeguarding is everyone's responsibility. Multi-agency working is effective. There is strategic oversight of all aspects of safeguarding and promoting the welfare of pupils. Leaders actively try to learn from safeguarding cases and incidents and take any action needed	Regular structured communications with the senior leadership team (SLT) and governors (Evidence minutes from meetings) Communications with all staff through weekly briefing / SLT briefing and regular face to face training Evidence of collaboration with local safeguarding partners where appropriate Process for making referrals to the local authority (LA) and other safeguarding partners is robust Record-keeping procedures of past concerns/allegations (C-POMS) Safeguarding training for governors Weekly safeguarding meetings with key pastoral and leadership staff	• All leaders are aware of safeguarding procedures within and beyond school • ALL staff / visitors are aware of appropriate safeguarding procedures. • Attendance at LA Training events for all DSL's - ensure all are aware of appropriate procedures and local initiatives. • CPOMs records indicate appropriate procedures are always followed • All records of allegations are shared with LADO and records stored appropriately • All Governors complete Safeguarding training and Safeguarding is a standing item at the SFCC committee and LT meetings	
1.2 Pupils are kept safe and feel safe. Their voices are heard, including the voices of pupils who are not on the school site (whether long term, temporarily or for part of the school day). Teaching pupils about how they can stay safe and when they may need help is embedded across the curriculum. Pupils and parents know who to go to for support	Conversations with pupils and parents/carers Weekly home visits/virtual meetings with students unable to come into school Evidence of pupil voice from annual surveys indicates ALL STUDENTS know where to go to access support Pastoral Systems are in place for pupils to allow opportunities for all students confidently report concerns	• Regular contact with key pastoral staff Form Tutor / Head of Year / PSM ensures all students have lines of communications to share any concerns • Students are clear on referral processes • Enhanced Pastoral Staffing structure ensures key staff are available at ALL TIMES to respond to student concerns • Rigorous monitoring ensures regular contact with students / review meetings with parents / monitoring from LA	

	Students on a RTT are closely monitored through Inclusion meetings and regular contact with appropriate member of staff e.g. PSM /Inclusion Personal, social, health and economic (PSHE) education, life skills or other subject curriculums demonstrate that pupils are taught how to keep themselves and others safe, including online	• PSHE SOW indicate that students are receiving regular guidance through specific allocated curriculum time and Tutor Time programme. Allocated time during Tutor Meetings and regular HOY monitoring (Tutor Time Learning walks) monitor that programme is effectively delivered.	
1.3 All staff are vigilant and carry out their responsibilities effectively to keep pupils safe. Staff understand the signs of possible safeguarding concerns. They respond by following the school's systems confidently and consistently	Conversations with all staff Record-keeping procedures of past concerns/allegations Staff training records, including statutory annual safeguarding training and regular briefings throughout the year. Staff induction includes requirement for all staff to read Part 1/Annex A of Keeping Children Safe in Education (KCSIE)	• All staff are aware of Safeguarding Procedures and the importance of ACCURATE and IMMEDIATE referrals. Enhanced DSL Team of x 5 ensures any concerns can be actioned immediately • ALL STAFF receive annual face to face training led by DSL in September. In addition, all complete online training recorded on online staff training records. New staff arriving in the course of year must complete online training and have face to face induction with DSL • Recorded through online Training Records for all staff and Governors - non completion is rigorously pursued	
1.4 Leaders fulfil their responsibilities in relation to child-on-child violence. This includes (but is not limited to) bullying, physical abuse (including physical assault and harm (or the threat of harm) with a weapon), sexual violence and harassment, and domestic abuse in pupils' own intimate relationships (teenage relationship abuse)	Through annual face to face training ALL are made aware of the importance to always be vigilant for potential child-on-child and to report any concerns immediately. This is enhanced by additional annual online training completed by all	• Staff and students are all aware of the impact of child-on child abuse and are able to refer any concerns immediately • Early intervention and action	

1. 5 Leaders know and fulfil the statutory requirements for safeguarding. These include managing safer recruitment, reporting, referrals, recordkeeping and the Prevent duty	Conversations with SLT and governors through structured meetings and designated Governor visits Conversations with DSL Conversations with all staff Staff training records, including safer recruitment training for Key Staff involved in recruitment (SLT, CoG) Regular Review of child protection, safer recruitment and related safeguarding policies at LT and LGB level Regular meetings for all DSLs and inclusion staff to share good practice and identify key areas for further action ALL staff complete online PREVENT training Regular half termly review of Single central record, including records of appropriate safeguarding checks (HT / GOVERNORS) Recruitment documents, including job adverts and application forms Record-keeping procedures of past concerns/allegations	• Regular internal and Governor scrutiny ensures safeguarding practice and procedures are monitored. Weekly Group Supervision / caseload reviews allow for regular internal challenge and open professional dialogue • Safer Recruitment procedures rigorously followed and are transparent through recruitment procedures • Challenge and review of policies / procedures from Governors at all levels • Sharing good practice / ensure a consistent approach across all departments/stakeholders • Identify common concerns to inform future training • ALL staff are aware of their responsibilities in relation to PREVENT – what are the potential signs and referral process is clear • SCR is up to date accurate and in line with expected DFE framework – external monitoring is supportive and structured • Recruitment process is transparent and rigorous to ensure all Safeguarding procedures are followed prior to and during recruitment • ALL Staff are clear of Whistle Blowing policy and procedures in school and who to report concerns to • Any concerns are shared with LADO and appropriate action is taken. Concerns and appropriate actions are clearly recorded and stored appropriately	
1. 6 The school has clear and accessible policies and procedures that keep pupils safe. Leaders are receptive to challenge and are reflective about their own practices. This means that the impact of safeguarding policies, systems and processes is kept under continual review	External HR guidance (EPM) input to ensure policies are compliant but are relevant to school setting. Regular attendance to SWAN alliance Safeguarding meetings Formal meetings and Conversations with SLT and governors – calendared meetings at LGB level Conversations with DSL	• Policies are up to date but regularly reviewed through external discussion and attendance at appropriate meetings, external training and with Trustees • Regular review / discussion and scrutiny for Governors at all levels	

	Review of child protection and related safeguarding policies Annual Review schedule for child protection policy, and related safeguarding policies Evidence of review and challenge by governors – through half termly meetings at LGB level.		
1. 7 Leaders ensure that staff's work is monitored and that they get appropriate supervision and support. The conduct and behaviour of staff are appropriate. Leaders follow academy procedures in managing safeguarding concerns or allegations about adults	Conversations with all DSLs Interactions with the local authority designated officer (LADO), where appropriate Record-keeping procedures of past concerns/allegations	• Weekly caseload review for DSLs ensures all members of the team are able to discuss concerns and request support • DSLs across the school review procedures / share common concerns / areas for development at half termly meetings- sharing good practice • Referrals to LADO are timely and in line with LA procedures	
1. 8 Where appropriate, leaders have resolved any minor safeguarding issues identified during the inspection or are taking steps to resolve them	Review of identified issues, as appropriate		

Inclusion: self-evaluation



EXPECTED STANDARD	EVIDENCE	IMPACT OF WORK	RAG RATING
2.1 Leaders identify pupils' needs quickly and accurately, including any emerging or changing needs. This includes the needs of disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or wellbeing.	Baseline data including CATs, where appropriate (during lack of SATs data) Communication with teachers e.g. SLT briefing, emails, round robins Minutes from parental meetings CPD e.g. PP and Inclusion Strategy shared with all staff Collaborative work with local primary schools and other external agencies T&L QA including learning walks and book trawls External audits, including of SEND practices (March 2026).	• Inclusive teaching across the school as teachers know their classes well, identify barriers to learning, and plan lessons to overcome these barriers. • Targeted small group interventions e.g. English, and Maths • Targeted one-to-one interventions e.g. Literacy and Numeracy • GCSE outcomes – positive progress for PP students, significantly above national, progress of SEND students is positive.	
2.2 Leaders have high expectations for these pupils. They engage proactively and in a timely manner with them and their families to help reduce barriers to their learning and/or wellbeing. Typically, the support they provide (following specialist advice if needed) reduces barriers to their learning and/or well-being.	SENCO involvement in quality assurance and DTP reviews/learning walks Evidence of specialist involvement Individual support and EHC plans Progress and assessment data of pupils in the categories considered PP and Inclusion Strategy	• GCSE outcomes • A Level outcomes • Attendance data • Attendance of enrichment/personal development opportunities	

2. 3 Leaders take a graduated approach, which means pupils' needs are generally met. Staff receive suitable training and support to implement this approach.	Staff CPD programme SEND policy APDR evidence for key students CPD Flow charts of processes and support available at universal, targeted and specialist provision. Pupil and parent/carers survey responses	• GCSE outcomes for disadvantaged, SEND and LAC are positive. • SEND progress above the national average. • KS4 results for PP and non-PP show progress against national is positive.	
2. 4 Leaders have a secure understanding of these pupils' needs and the progress they make. They use appropriate evidence to inform their pupil premium strategy, including when selecting approaches to take. The strategy and approaches are generally understood and implemented by staff.	Pupil Premium Strategy Data – attainment and attendance Staff CPD T&L QA including learning walks and book trawls	• The in-school attainment and attendance gap for disadvantaged students has narrowed for three consecutive years. • QA shows increasingly consistent quality first teaching and learning following the Chenderit Lesson model	
2. 5 The qualified SENCo has sufficient authority within the leadership structure to make a positive difference for pupils with SEND.	Leadership structure diagram – SENCo is an AHT SENCo qualifications SIP Strategic responsibility Involvement in whole school MER HR Inclusion visit	• KS4 progress outcomes for SEND students are strong (summer 2024, 2025 and 2026) • Attendance of SEND students above the national averages (DfE Autumn Attendance Report) • QA shows that adaptive teaching strategies are improving across the school. • Parental satisfaction continues to be high (Parental Survey 2026)	
2. 6 Leaders are committed to, and understand, their role in the local area partnership's strategy to improve the experiences of, and outcomes for, pupils with SEND. Where appropriate, they ensure that local partnership strategies have a positive impact on pupils at the school.	Attendance at SENCO network meetings. Regular attendance at single panel/ EHCP meetings Swan alliance SENCO network Numbers of consultations	• Sharing of good practice • Access to training/CPD	

2. 7 Leaders support pupils who are known (or previously known) to children's social care, including looked-after and previously looked after children, well. Staff work effectively, including with the virtual school, so that pupils' personal education plans generally improve their learning opportunities and experiences.	Progress and assessment data for pupils with personal education plans Information sharing with the local authority: Meeting minutes One-page profiles	• PEP meetings – communication with staff • Targets are collated from subject staff and resources identified to address these targets • Individual member of staff identified as students advocate to ensure needs in school are addressed • CLA attendance for 2 out of 3 students was 100%. Third child was moved out of area by LA, therefore impacting attendance.	
2. 8 Alternative provision is commissioned appropriately and is used in pupils' best interests. Leaders take responsibility for the education and welfare of pupils who are placed in it.	Review of commissioning arrangements for a selection of pupils attending AP Discussion of AP with DSL, attendance and behaviour lead, SENCO and trustees, if appropriate. Pupil voice Limited number of students accessing AP due to few opportunities locally. Contracts between school, home and provider are signed and reviewed for all off site direction. Checklists of all potential interventions, including AP are retained for students eligible for offsite direction	• Increased attendance • lower suspension rates than locally • Improving outcomes • low number of NEET students	

STRONG STANDARD	EVIDENCE	IMPACT OF WORK
Leaders and staff establish strategies that consistently enhance the opportunities and experiences of disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or wellbeing.	Dedicated funding is allocated to vulnerable students via PP funding and the CSA to ensure there are equitable participation rates and remove barriers to attendance and involvement. School based expectations of 15% PP involvement and 25% SEND involvement in all enrichment opportunities. SEND students participate in inclusive sports practices each year. All Year 11 PP and SEND students have access to live theatre experience. Chenderit gained 'Well Schools' accreditation in March 2026	• For academic year 2025 to 2026 PP engagement in enrichment activities was 26% and SEND engagement was 34% (significantly above targets of 14% and 25% inclusive). • Progress of PP students is positive and significantly above national PP progress and in line with national non-PP progress. • SEND progress is consistently positive, attendance of SEND students is significantly above national SEND attendance levels • Charitable funds established, in addition to disadvantaged funding to support vulnerable students with accessing enrichment and extra-curricular opportunities.

Leaders and staff rigorously monitor the progress of these pupils and consistently ensure that any barriers to success are swiftly and effectively addressed. Strategies are systematically and skillfully adjusted as needed, so that they make a sustained difference to pupils' opportunities and experiences. Well analysed, quantitative and qualitative data underpins leaders' decisions	Allocated member of leadership team tracks and monitors involvement of all vulnerable students via the Inclusion strategy Regular LT meetings discuss access and uptake of opportunities by vulnerable students Data is collected and analysed with systems such as the Chenderit pledge used to ensure parity of involvement and access to opportunities, with bespoke opportunities designed where appropriate. Outcome data is discussed at key intervals throughout the year and interventions support provided as required.	- Positive progress scores for PP students at KS4 +0.11 - Positive progress scores for SEND students at KS4 +0.04 30.4% PP Students Eng/Ma at grade 5+ 33.3% SEND students Eng/Ma grade 5+ - Higher than national attendance for SEND students	
Leaders ensure that the pupil premium strategy is implemented and monitored effectively, including through ongoing, high-quality training and support for staff.	PP strategy is reviewed regularly, published on the school website and communicated to staff Identified member of the LT takes strategic responsibility to ensure all stakeholders, including finance, teaching staff and trustees are aware of the actions required from the PP strategy SIM training sessions used to support staff with strategies and highlighting vulnerable students	- Positive progress scores for PP students at KS4 +0.11 - Positive progress scores for SEND students at KS4 +0.04 30.4% PP Students Eng/Ma at grade 5+ 33.3% SEND students Eng/Ma grade 5+ - Higher than national attendance for SEND students - Confident HoD's discuss support provided for vulnerable groups in curriculum review meetings and utilise this information to develop effective next steps in DIPs	

Curriculum and developing teaching



EXPECTED STANDARD	EVIDENCE	IMPACT OF WORK	RAG RATING
3.1 Leaders have an accurate and informed understanding of the quality of the curriculum and teaching across the school. They draw on this when deciding how to deploy staff and allocate resources, and to identify when timely action is needed to bring about improvement.	Developing Teacher programme HOD monitoring T&L learning walks SIP visit Line management	• MER timetable enables leaders to identify strengths and areas for development accurately so that best practice can be shared and actions taken to address areas for development • Areas for development addressed through CPD time and become focus for next monitoring cycle • Science has shown improvement in quality of curriculum and teaching and learning following appointment of new leadership in science. • Outcomes in mathematics have improved substantially.	
3.2 Leaders ensure that the curriculum is suitable and well planned for each subject and year group. It identifies clear end points and is appropriately sequenced to build on what has already been taught and learned.	Department Reviews HOD monitoring Curriculum plans SIP visit	• Annual review meetings with all Heads of Department focuses on structure and impact. Impact of these meetings is tighter department improvement planning, resulting in better teaching and learning. • Curriculum design in all areas allows inclusive opportunities for all by working backwards from A Level standard. Particular strengths in History, Drama, English and Art . • Drama curriculum and Computer Science curriculum expanded in to Year 8 to provide additional breadth of offer. French and German taught to all students in Year 7 and 8.	
3.3 Leaders ensure that the curriculum is generally taught well. Teachers draw on their knowledge of pupils' needs and starting points and an evidence-informed understanding of effective teaching and how pupils learn.	Conversations with SLT MER documents Governor monitoring visits DTP learning walks	• MER calendar and associated CPD identifies areas for development and targets these accordingly. Impact seen through improved pupil voice, engagement in lessons and quality of teaching and learning.	

		Pupils with additional needs and those who are disadvantaged have access to the full curriculum in all years.	
3. 4 Leaders make sure that teachers have, or gain, the expertise they need for the subjects and phases they teach.	Conversations with SLT Conversations with teachers Meeting schedule – Department time SWAN alliance network Chenderit Learning Cycle CPD programme	- SWAN alliance network allows HOD/HODs to meet with colleagues to discuss best practice, curriculum changes etc with colleagues. - Curriculum meetings allow HoD's to meet regularly to share bet practice and improve planning. - Subject leaders talk confidently about pedagogy; they support their team well and prioritise collaboration. - DTP observation document year one	
3. 5 Leaders ensure that all pupils who are at the early stages of learning to read are taught to do so through systematic synthetic phonics.	Reading programme Phonics work, including read, write, ink programme KS2 reading score shared with all staff via edulink	- Identified students with low reading scores are supported with additional literacy lessons taught by a qualified SENDCo. - Identified weak readers are further tested to provide a more in-depth picture of areas of difficulty and receive phonics-based support where necessary with a dedicated member of staff and involvement in a range of reading programmes, including guided reading	
3. 6 Leaders and staff are particularly aware of pupils who have not yet secured the necessary foundations in communication and language, reading, spelling, handwriting and mathematics. They take appropriate action to secure this foundational knowledge.	SEND department strategies and deployment of TA's and HLTA's One-page profiles for all SEND students	- Targeted interventions in Literacy and Maths are designed to secure foundational knowledge. - All pupils access the full curriculum offer. - Options process ensures all pupils follow appropriate pathways but have access to all potential GCSE subjects.	
3. 7 Leaders and staff generally use assessment well to check understanding and make changes to teaching and/or the curriculum, as necessary.	Book trawls Learning walks Internal assessment data Feedback policy	- KS3 assessment system is embedded. Pupils know what they need to do to improve and targeted feedback allows progress to be made - Standard of work in books is good, especially the quality and quantity of writing	

		• In lessons, the use of mini whiteboards to check understanding, meaningful circulation and teacher modelling are embedded practices. • Hands down questioning and cold calling used skillfully by all teaching staff to ensure engagement and full inclusion in the classroom.	
3. 8 Leaders and staff are clear about the importance of high-quality teaching, supplemented with targeted academic support. Any reasonable adjustments or adaptations to the curriculum or teaching for particular pupils are generally considered and implemented carefully. EHC plans are properly considered when designing and delivering the curriculum.	SEND Team MER feedback Developing Teacher Programme	• Additional resources in school for pupils with dyslexia provide high quality teaching and support. • Nurture groups in KS3 ensure that pupils receive appropriate bespoke support without compromising their curriculum offer. • Pupils feel successful and well supported.	
STRONG STANDARD	EVIDENCE	IMPACT OF WORK RAG RATING	
Leaders make astute decisions about how the curriculum and teaching should adapt and evolve, based on their evidence and insight about how well pupils have learned what was intended	Regular discussions and meetings with HoD's and teaching staff focusing on review of learning and curriculum development Dedicated planning time provided to all teaching staff within 1265 to ensure there is capacity for review and research Regular reviews, including in class research, of key policies (home learning, feedback) to update and improve processes for learning	• Consistently strong academic results at Level 2 and 3 across a broad range of subjects, placing Chenderit outcomes above national and local averages. • Consistently positive outcomes for PP and SEND students – making positive progress against national benchmarks	
Leaders ensure that the curriculum is of a consistently high quality across subjects and year groups. Leaders have a sophisticated understanding of the differences between subjects, so that pupils' learning at each stage can be	Breadth of expertise on leadership team includes a variety of disciplines including,	• Positive and improving outcomes in all subject areas • Wide range of subject studied at both GCSE and Post 16 with healthy numbers opting across humanities, the arts, sport and	

secured quickly and shaped carefully in the anticipation of future learning.	English, Maths, Science, Humanities, SEND and the Arts Leaders are assigned as links to HoD to ensure there is subject specialist understanding across the school Regular review of curriculum and sequencing is included in curriculum meetings, department review meetings and link meetings	languages is evidence of students' positive experience and effective teaching at each key stage.
Leaders ensure that the curriculum is consistently taught well. Highly effective teaching is embedded across subjects and year groups. Teaching ensures that pupils consistently develop their language and vocabulary, both spoken and written, and increase their reading competency, across subjects.	DTP programme focuses on one year improvement goals with regular opportunities for feedback and sharing of good practice Pre-teaching of vocabulary and support for reading in classrooms is embedded through school wide expectations and tracked through the DTP cycle. Chenderit Learning cycle	• Audit of reading materials and opportunities across the curriculum shows the breadth of opportunities across the curriculum • Well trained and resources TA's and HLTA's support quality interventions that impact outcomes and increase progress (intervention tracker 2025 to 26) • Consistently positive observation cycles, with best practice shared in SIM • Question level analysis at GCSE and A Level regularly show Chenderit students responding above national standards to questions and topics on papers.
Teachers consistently make highly effective choices about what to teach, and when and how to teach it, in the context of the subject, phase and pupils' needs.	DTP observation cycles Success outcomes at end of phase assessments/examinations Regular formative and summative assessment	• Outcomes at GCSE and A Level are positive. • Question level analysis at GCSE and A Level regularly show Chenderit students responding above national standards to questions and topics on papers. • Gaps between PP and Non-PP are shrinking in many subjects, faster than national rates.
The school's approach to the curriculum and teaching for disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or	Ongoing training for adaptive practice in the classroom	• Gaps between PP and Non-PP are shrinking in many subjects, faster than national rates.

wellbeing is implemented consistently well across the school to remove barriers to achievement for these pupils.	Transparency and clarity of student information made suitably available to all members of student facing staff. Prioritisation of disadvantaged students is an explicit direction for all teaching and support staff.	• Positive progress scores for PP students at KS4 +0.11 • Positive progress scores for SEND students at KS4 +0.04 • Positive L3VA for students in receipt of a bursary Post 16 •
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Achievement: self-evaluation



EXPECTED STANDARD	EVIDENCE	IMPACT OF WORK	RAG RATING
4.1 On the whole, pupils are ready for the next stage of education, employment or training, including a strong grounding in English and maths	GCSE Results IDSR Pupil Destinations Student survey Compass + evaluation for the Gatsby benchmarks	• GCSE results are above national • Trends show that pupils are achieving well in maths and English • Almost all pupils are in training or education (84% for 2026, rest of students are taking a gap year).	
4.2 Pupils generally have the appropriate knowledge and skills across the curriculum, as reflected in the work they produce and the quality of their responses.	Book trawls HOD monitoring DTP	• Pupils' books reflect teachers' high expectations • Pupils regularly write extended answers and redraft their work in response to feedback. • Pupils take pride in their work 9book looks, MER cycle)	
4. 3 Pupils develop the age- and phase-appropriate foundational knowledge and skills they need to progress them to the next stage of learning, including: • Language and communication skills • Accurate and fluent reading • Compositional skills • Accurate spelling • Legible and fluent handwriting • Mathematical knowledge	GCSE Results IDSR Pupil Destinations SEND Team Book trawl Compass + evaluation for the Gatsby benchmarks	• Achievement of SEND pupils is strong, (2024 P8, 2025 Attainment outcomes, 2026 Attainment and projected progress) • LPA and HPA perform significantly above national levels in English, Humanities and Mathematics (IDSR). • Maths and English results are above national in all areas	
4. 4 Pupils read widely and often, with age-appropriate comprehension	Updated English curriculum Form time reading programme for Year 7 Reading test data	• All pupils are accessing high level, age-appropriate texts from Year 7. • Form time reading introduced for Year 7 and will work its way up the school. Led by staff of all subjects.	

		Texts read across the curriculum covering a broad cultural and social range.	• Reading events and promotion ongoing throughout the year, including 'stop, drop and read' events. • Dedicated reading in English lessons	
4. 5	A strong culture of reading is embedded across the school, shown by pupils' confidence in and enjoyment of reading, which sets them up to be lifelong readers.	New English curriculum KS3 library lessons Form time reading programme INSET time dedicated to reading, January 2027 TLC Oracy focus 16 before 16 reading challenge Dedicated reading section on the website SPARX English used to support Year 7 to 11 literacy to improve reading fluency, inference and comprehension.	• Library is staffed by a full-time librarian and is always open to pupils before and after school, and during break and lunch • Oracy will be the focus of DTP sessions and monitoring for a 12-month cycle to fully embed: Think-Pair-Share, deliberate vocab instruction, habits of discussion – all staff have received Oracy CPD in 2025 academic year. • Positive progress at GCSE and A Level English Literature and Language. Grade 5+ at GCSE Language is 68% v 55% national. • Reading support strategies for the least confident readers has a significant impact on comprehension and fluency (tracked via reading age)	
4. 6	Any gaps in foundational knowledge and skills are closing quickly.	GCSE Results IDSR Pupil Destinations SEND Team Book Trawl	• Achievement of SEND pupils is strong, (2024 P8, 2025 Attainment) • LPA, HPA and MPA perform above or significantly national levels (IDSR)	
4. 7	Pupils who are at the start of their education (and older pupils, where necessary) largely secure the necessary accuracy and fluency in: • Word reading • Spelling • Handwriting • Number facts	GCSE Results IDSR Pupil Destinations SEND Team Book trawls/looks	• English and Maths results are above or close to national for all measures, including Disadvantaged and LPA • SEND pupils make sustained and positive progress (IDSR 2024 results) • PP progress is improving and the gap is closing in many subjects.	
4. 8	On the whole, pupils achieve well, with attainment and progress in national tests (where applicable) broadly in line with national averages, including for disadvantaged pupils.	IDSR Results	• Progress 8 for pupil premium improved significantly from 2023 to 2026 and the gap narrowed • Disadvantaged pupils and SEND pupils perform better than national • 2024 P8 was +0.18, projected 2026 P8 is +0.54	

		• All measures are at least in line with national with many areas above and significantly above • Achievement in Humanities is strong with outcomes significantly outperforming national averages • 53% of bursary students A Level grades A* to B	
4. 9 Disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or wellbeing generally make suitable progress from their starting points and develop the knowledge and skills to enable them to progress to the next stage. This is evident even where published attainment and/or progress data is not available.	IDSR Results Option choices Destinations Book trawl	• PP and SEND pupils make better progress than national averages for these groups • Pupils are offered opportunity to study full set of subjects • Pupils engage well in lessons and make sustained progress • 53% of bursary students A Level grades A* to B	
4. 10 Disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or wellbeing generally quickly close any gaps in their learning	IDSR Results Monitoring and Evaluation	• Quality First teaching ensures pupils are able to access all content, know more and remember more. • IDSR indicate that gaps closed significantly between 2024 and 2025 • curriculum in English, Maths and Science is enabling higher aspirations and increased levels of writing	
4. 11 Pupils gain the relevant qualifications they need to progress to the next stage of their education, training or employment	Results Destinations	• Destination's data shows that vast majority of pupils move on to sustained destinations after leaving Chenderit • 53% of bursary students A Level grades A* to B	
STRONG STANDARD	EVIDENCE	IMPACT OF WORK	
Pupils, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or wellbeing, consistently achieve well, develop detailed knowledge and skills, and produce high-quality work across the curriculum.	GCSE and A Level outcomes DTP programme Book trawls	• Attendance of SEND students • • Positive progress scores for SEND and PP students place them above PP/SEND students nationally • • Gap between PP and Non-PP students is closing in many subjects	
Typically, this achievement will be reflected in above-average outcomes in national tests and examinations over	PP outcomes at GCSE are above national PP standards	• L3VA on a three-year improving trend (L3VA of +0.20 in 2026)	

time, including for disadvantaged pupils. Any gaps are quickly narrowing.		• Outcomes in all areas at GCSE are positive and above national comparators
All pupils, including the groups above, are consistently well prepared for the next stage in their education, employment or training.	Excellent careers provision, prioritizing vulnerable or disadvantaged children for support and guidance Regular KS4 preparing for adulthood sessions College and apprenticeship fairs are held for all students. An additional fair is delivered for SEND and disadvantaged students.	• 96% of students post 16 are in education, training or employments (compared with 92% nationally and locally). • 87% of students left Chenderit post 18 into sustained education/employment and training

Attendance and behaviour: self-evaluation



EXPECTED STANDARD	EVIDENCE	IMPACT OF WORK	RAG RATING
5.1 Leaders and staff have an informed and accurate understanding of matters related to attendance, behaviour and attitudes. They establish effective strategies to tackle any issues	Conversations during focused leadership meetings Conversations with pastoral staff Attendance Policy Minutes of LGB /trustee meetings where behaviour and attendance strategies were discussed and evaluated Strategic planning documents Weekly attendance meetings led by attendance team and inclusion. Monday morning briefing with HoY re: behaviour and weekly report shared with key staff SIM behaviour updates for all staff Behaviour policy and displays in classrooms BfL booklet provided for all staff alongside regular training, including trauma informed training	• Attendance figures are higher than comparative schools and national data (based on DFE data) for total and SEND students. • May 2026 • National 92% School 92.1% (exceeding the ABIE target) • SEND National 87.5% School 90.5% • FSM National 87.4% School 85.5% (3 students who weren't able to attend due to wider safeguarding concerns impacted the overall %. Without these students our FSM attendance would be in line with national) • • Pastoral Support Managers and an updated Attendance team and process is improving attendance. • Behaviour data shared with Governors annually. Data shows that Chenderit is significantly lower for suspensions than local schools.	
5.2 Leaders establish high expectations for all pupils about behaviour, built on positive relationships, and on rules and routines that staff and pupils generally understand	Conversations during focused leadership meetings Conversations with staff and pupils Behaviour policy External visits and reviews	• Only one permanent exclusion in three years. • Fixed term suspensions are low compared to other local settings and nationally.	

		Inset plans Assemblies Lesson observations		
5. 3	Leaders ensure that staff maintain and reinforce the same high expectations, acting as role models and teaching positive behaviour	Observations during learning walks Conversations with staff and pupils Lesson observations	• Staff have all received trauma informed strategies training • Staff consistently follow behaviour policy • Leadership, Heads of Year and Heads of Department challenge any concerns or inconsistencies	
5. 4	Leaders and staff generally apply agreed rules and sanctions effectively. Suspension and permanent exclusion are used appropriately	Records of sanctions including: ➤ Suspensions and exclusions ➤ Internal isolation ➤ Use of alternative provision, pupils directed off-site or managed moves ➤ Any restrictive physical intervention School behaviour policy Conversations during focused leadership meetings LGB Minutes and documentation	• Consistent application of rules and sanctions that are monitored by Leadership, Heads of Year and Heads of Department. • LGB are kept informed and offer challenge for fixed-term suspensions which ensures they are applied appropriately • Regular reviews of our use of alternative provision ensure its appropriate use for pupils	
5. 5	Leaders and staff usually ensure that incidents of bullying, unlawful discrimination, harassment, victimisation, physical and/or sexual violence and derogatory language are dealt with quickly and effectively	Records and analysis of behaviour incidents, including bullying, unlawful discrimination, harassment, victimisation, physical and/or sexual violence and derogatory language Police visit log Restorative conversations and intervention records Pupil voice	• Incidents of bullying and harassment are sanctioned appropriately with follow-up for victims and perpetrators • A reduction in repeat offences is evident after successful restorative and intervention work is completed • Pupils feel that incidents are dealt with appropriately when reported. • Recidivists regarding bullying is exceptionally low	

5. 6	Pupils generally behave well, follow the agreed school routines and show positive attitudes to their learning. This contributes to a safe and calm environment	Conversations with pupils Learning walks and lesson observations Records of behaviour incidents, interventions and sanctions New staff meetings with Head teacher External review reports	• From learning walks and staff/pupil voice, pupils behave well in lessons and know the expectations of their behaviour and conduct. • Behaviour data tells us that the number of incidents that escalate to Reflection or Fixed-Term exclusion has reduced.	
5. 7	Leaders analyse attendance information closely, at whole-school level and for different groups to identify patterns and trends. They use this analysis well to identify the causes of poor attendance, intervene early and remove barriers	Minutes of governing board/trustee meetings where attendance information and strategies were discussed and evaluated. Regular access of 'view my data' from DfE to compare with national and local contexts Weekly tracker used to inform interventions Students tracked by band in relation to PA, SEND and PP	• National 92% School 92.1% (ABIE target exceeded) • FSM National 87.4% School 85.5% • SEND National 87.5% School 90.5% • Half termly attendance data provided to Governors at LGB level – linked to DfE benchmarking data indicates areas of progress • Key actions for further improvement are also shared with opportunities for further discussion and Governor scrutiny • In comparison to sixteen local school across three counties attendance at Chenderit was third best in 24 to 25	
5. 8	Overall attendance is broadly in line with national averages or shows an improving trend over time	Attendance data for all pupil groups	• National Attendance - 92% School attendance - 92.1% • FSM National 87.4% School 85.5% • SEND National 87.5% School 90.5%	
5. 9	Attendance is improving, including the attendance of pupils who are persistently or severely absent and individuals or groups that leaders have focused on	Attendance data for persistently/severely absent pupils, and other priority groups is tracked weekly via meetings and in school data analysis Case-sampling of pre-agreed pupils' experiences	• PA Attendance was 21.9% for 25 to 26. This represents a trend of improvement across five years. This places us below national persistent absence figures. • National 24.2%, School 21.9% - Chenderit School is making faster progress than national.	

5. 10 Any reasonable adjustments or adaptations to attendance and/or behaviour strategies are timely and appropriate, including for disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who face barriers to their learning and/or wellbeing, such as young carers. Any interventions are timely, well-chosen and targeted	Attendance data for disadvantaged pupils or those facing barriers to their learning Bespoke timetables to support individual learning needs through inclusion and pastoral support Internal intervention provision provides engaging KS3 curriculum promoting incentives for attendance to school Additional 1:1 support for students with additional emotional / behavioural needs eg. SEMH, SEND Conversations with the SENCO occur regularly via weekly pastoral meetings	• FSM National 87.4% School 85.5% • SEND National 87.5% School 90.5% • Students accessing bespoke inclusion support saw attendance improve • Outcomes at GCSE improved for those students accessing additional attendance support. • C-Poms records	
STRONG STANDARD	EVIDENCE	IMPACT OF WORK	
Leaders and staff have established a culture that is highly conducive to learning, in which pupils of all ages flourish. Leaders respond to the school's and pupils' changing circumstances and needs swiftly and skillfully.	Prefect system Sixth form lead ambassadors Behaviour policy Communication of behaviour policy BfL booklets for staff Regular training on behaviour, including trauma informed practice and EBSA training	• Positive destinations • Positive outcomes • Send of belonging from students is high – 87% of students would recommend • Adjustments made to daily schedules in light of results of student voice (one way system, adjustments to detention systems)	
Pupils show self-discipline and dedication to their learning. They learn how to manage their own emotions and resolve conflict with others. They consistently show high levels of respect for others and rarely need to be reminded about positive behaviour. Older pupils' behaviour, including consideration for others, sets an excellent example.	Prefect system Sixth form lead ambassadors	• Behaviour and achievement logs – incidents of poor behaviour reduce as students move up the school. • Low reporting of low-level disruption in lessons	

Tailored and responsive reasonable adjustments and adaptations, interventions and/or support for pupils who need help to improve their behaviour have a demonstrable impact.	Case studies related to individual students Inclusion pastoral work Inclusion team	
The importance of high attendance is consistently promoted well by leaders and staff. High-quality training and support enable them to have supportive but challenging conversations with pupils and families when attendance needs to improve.	Attendance team interventions and home visits Regular rewards for improved and good attendance Regular contact home highlighting attendance and positive impact EBSA training completed by PSM Full training for inclusion team on dealing with sensitive situations/conversations Proactive attendance team develop positive relationships with parents and students	• Improving attendance picture across whole school, SEND and FSM. Persistent absence in all three key measures is also improving year on year. • Chenderit attendance improving at a faster rate than national
Leaders' actions to identify and tackle barriers to attendance result in high attendance or rapid and/or notable improvement, both overall and for individuals and groups.	Weekly tracker is assessed and discussed at a year group and individual level. Individual attendance contracted and meetings held regularly Parent workshops targeted at families where students' attendance is dropping	• Notable improvement in attendance picture across whole school, SEND and FSM. Persistent absence in all three key measures is also improving year on year. • ABIE target exceeded (Target = 92%, Actual for 25 to 26 =92.1%) • Chenderit attendance improving at a faster rate than national

Personal development and wellbeing: self-evaluation



EXPECTED STANDARD	EVIDENCE	IMPACT OF WORK	RAG RATING
6. 1 A coherent and appropriate programme of personal development that: Extends across the taught curriculum and wider opportunities and experiences Makes a positive difference to pupils and enables them to develop spiritually, morally, socially and culturally Pupils: Feel welcome, valued and respected and that they belong within the school community Understand, appreciate and respect differences in the world and its people; they celebrate what we have in common across cultural, religious, ethnic and socioeconomic communities Respect the different protected characteristics defined in the Equality Act 2010 and do not tolerate bullying, unlawful discrimination, harassment or victimisation	PSHE curriculum plan PSHE policy Conversations with pupils DTP cycle/learning walks Programme of extra-curricular activities available Student voice – responses to annual survey	• All pupils access PSHE through form time. At Key Stage 3 and 4. • PSHE is well-sequenced and resourced and meets all statutory guidance. The lessons prepare pupils for the future and help them understand their lives outside of school. • Pupils feedback for PSHE is positive and shows increased engagement in materials. • Staff and pupils relationships are strong and pupils feel safe, valued and respected. • Pupils understand their differences and show tolerance and understanding to one another. • Pupils can access a range of extra-curricular activities and clubs which are spread across the week and meet a range of interests. • •	
6. 2 The personal development programme includes a suitable and well taught RHE/RSHE programme, which develops pupils' knowledge Pupils are: Taught to recognise online and offline risks to their well-being, such as the dangers of	RHE/RSHE policies RHE/RSHE curriculum plans Conversations with pupils Pupil surveys DTP cycle/learning walks Equality information and objectives policy	• Pupils know how to recognise online and offline risks and how to report any concerns. • Pupils know how to report safeguarding issues and who the school's Designated Safeguarding Leads are. • Pupils report safeguarding concerns for themselves and others to staff.	

	sharing personal information and the impact of viewing harmful content online, and risks related to criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism Made aware of the support available Know how to keep themselves safe and healthy, including how to look after their mental health and how to maintain an active lifestyle Have an age-appropriate understanding of healthy relationships	Child protection and safeguarding policy External work from outside speakers and police	- Contextual and responsive work organised in liaison with the police and other external groups has received positive feedback from parents and pupils. (e.g. Knife Crime workshops and assemblies after recent events in locality). - Pupils know how to keep themselves well – mentally and physically. - Pupils know what a healthy relationship is for their age. - Pupils report safeguarding concerns for themselves and others to staff.	
6. 3	Pupils develop their understanding of, and respect for, protected characteristics, fundamental British values and cultural diversity in modern Britain	Conversations with pupils Inclusion policy Behaviour logs DTP cycle/learning walks Safeguarding records Assembly topics and programme	- Pupils show tolerance and understanding of one another and respect one another's beliefs and protected characteristics. - Discriminatory behaviour is reported by pupils. - EDI concerns are logged and tracked by Heads of Year - EDI incidents and discriminatory behaviour is responded to and education and restorative work is done with pupils and support given to victims.	
6. 4	Pupils have a range of suitable opportunities that broaden their experiences and enable them to develop their talents and interests in areas such as the arts, music and sport All pupils have equal access to and participate in interesting and relevant extra-curricular activities, including disadvantaged pupils, those with SEND, those known (or previously known) to children's social care, and those who face other barriers to their learning and/or wellbeing	Extra-curricular programme – e.g. music, art and PE plans Lesson observations/learning walks Trip offer Parental communication logs	- Pupils can access a range of extra-curricular activities and clubs which are spread across the week and meet a range of interests. - Staff ensure that extra-curricular opportunities are accessible to all pupils - Through scrutiny of data of the pupil's accessing trips, Heads of Year actively seek out those who are not participating and respond to barriers or concerns. - Pupils premium funding is used to ensure that access to trips, music tuition and other opportunities is available to all.	
6. 5	Where relevant, the school's careers education: Prepares pupils for future education, employment or training	Careers programme/plan, including how it is tailored to individual pupils' requirements Pupil participation in workplace experiences	Students benefit from a full careers programme that aligns with the 8 Gatsby Benchmarks and regularly evaluated through Compass+. The school performs above average regionally & nationally.	

Demonstrates the school is making steady progress towards the Gatsby benchmarks And that: Pupils with SEND develop independence and contribute to their community All pupils benefit from high-quality careers education opportunities, where relevant, including disadvantaged pupils, those with SEND, those known (or previously known) to children's social care, and those who face other barriers to their learning and/or wellbeing		• The programme is tailored to students' needs by homing in on key transitions points (Options and Post-16). Through Unifrog spiral curriculum, students work through relevant topics during personal development time led by Form Tutors. • Each student has at least one personal careers guidance interview with our careers adviser and external support when relevant. • Work experience for KS4 and work-related experiences for KS3 via employer workshops, trips, visits and guest speakers. •	
6. 6 Effective pastoral support meets pupils' needs. They are confident in accessing it when they need it Leaders and staff know their pupils and are vigilant in identifying individuals or groups who need additional pastoral support Pastoral support is well matched to pupils' needs and: Is targeted at those who may need extra guidance or care, or support for their emotional health or well-being Deals with immediate issues and any underlying issues, in order to prevent problems recurring Effective relationships with parents, local authorities and other external agencies are drawn on to strengthen pastoral support Pupils: Understand what support is available and access pastoral care when they need it Are listened to by leaders, who take account of their views and needs	Evidence of pastoral interventions Conversations with pupils Communications with parents/carers/external agencies Behaviour log Records and data analysis of pastoral support External review documentation Cpoms Records	• Through pupil voice, we know that pupils are clear about who their key pastoral staff are and where they can go if they require support. • Parents/Caregivers feel supported and are able to access pastoral support for their child. • Where a parent or young person feels that we have been unable to meet their needs – leadership are swift to respond and no formal complaints have been escalated to an external body. • Staff take a trauma informed approach and build strong relationships with pupils which allows them to escalate concerns swiftly and so preventative interventions can be put in place. • Our pastoral structure enables us to be responsive to any behaviour concerns or incidents so we can take immediate action and have timely communications with parents. • Pastoral staff are knowledgeable of support available from external bodies and so are able to draw upon this knowledge to access appropriate support. • Our internal programme of Engage allows us to proactively support pupils identified with attendance, behaviour and SEMH concerns • Pupils voice and outcomes show that pupils feel listened to and can access support.	

6. 7 The personal development programme is an entitlement for every pupil. Leaders: Track participation Take steps to ensure that pupils, including disadvantaged pupils, SEND pupils, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, for example young carers, can participate appropriately Reasonable adjustments or adaptations are made for these pupils	Programme of personal development available SEND policy Evidence of monitoring and adapting the programme of personal development Evidence of safeguarding CPD including identifying vulnerable pupils Participation of vulnerable pupils and pupils with SEND in personal development activities Conversations with pupils RSE/PSHE policies RSE/PSHE curriculum plans Learning walks/lesson observations	- Form tutor Learning Walks show that all pupils access our personal development programme. Passive engagement is challenged. - Tutors use adaptive teaching strategies to ensure accessibility for all. - The Head of PSHE is stringent in ensuring access to some parts of the curriculum (sex education) follows DfE guidance and pupils are able to elect to return to lessons when they are of appropriate age following a parental removal.	
STRONG STANDARD	EVIDENCE	IMPACT OF WORK	
Pupils develop secure and detailed knowledge across the personal, social, health and economic education, relationships and (where relevant) sex education programme and citizenship curriculum	Well sequenced and communicated PSHE curriculum is reviewed annually and is responsive to national and local trends and issues The assembly rota matches and enhances the PSHE curriculum	- Low rates of CSE, CCE and online bullying reported into school. - High levels of attendance to community activities (charity work, DofE) - DTP and MER cycles in school show quality of teaching and student responses in PSHE/PD lessons to be high	
Pupils are confident, resilient and independent. They are reflective, behave with integrity and cooperate consistently well with others. They are very well prepared for life beyond school.	Excellent careers and destination guidance provided from Year 7 up Positive behaviour and involvement with school organised events witnessed across the school	- Excellent destinations - Strong culture of alumni returning to support in-school events - Success at debate competitions and Articulate competitions - Consistently positive feedback from employers during careers weeks (Year 10 and 12).	
Leaders and staff have a deep understanding of all their pupils and are systematic in anticipating and identifying	Weekly meetings with year teams and pastoral staff discuss pastoral concerns and plan quality interventions and one to	- SEND and adaptive strategies communicated effectively to all staff via Edulink - Positive outcomes at GCSE and A Level	

which individuals or groups might need additional pastoral support. What is provided is highly effective.	one support where required address concerns early.	• High attendance for SEND students • Systematic intervention programmes run throughout the year impacting large groups of students (wellbeing workshops, 1:1 support, school counsellor, therapy dog, TAF, Early Help, MHST)
Secondary-age pupils have a wide range of opportunities to learn about their options for education, support and training after school. The school engages well with employers in the local area to ensure that pupils are well informed. Pupils know what they need to do to achieve their ambitions.	Careers events and education start from Year 7. Students are exposed to a variety of employers and higher education routes through careers fairs, Unifrog, PSHE curriculum and work experience	• Career of the week • Compass + Gatsby benchmarks (100% on all benchmarks except 7). • Excellent destination data
The programme of personal development is extensive and carefully tailored to the school's context and pupils' aspirations. Pupils, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face barriers to their learning and/or wellbeing, participate and benefit fully.	Minimum expectations of involvement for PP and SEND students ensure that there is always a focus on inclusion when planning events Several whole year group/cohort experiences which are partially or fully funded ensures there is equity of access to personal development opportunities beyond the classroom. Curriculum plans are well sequenced and evaluated/adjusted annually to reflect local and national picture.	• High participation rates of SEND/PP students in enrichment activities • Chenderit pledge ensures student experiences are carefully targeted and planned
Evidence of the impact of the personal development programme is clear on the outcomes and experiences of pupils, including the groups of pupils listed above.	Personal development tracker	• Destinations data • C-Poms data • Compass + Gastby benchmarks

Leadership and governance: self-evaluation



EXPECTED STANDARD	EVIDENCE	IMPACT OF WORK	RAG RATING
7.1 Leaders: - Understand the school's context, strengths and areas for development - Have a clear rationale for their improvement priorities and largely take appropriate action to drive improvement across all key stages and areas of the school's work - Quickly and effectively deal with any aspects of the school's provision that doesn't meet the expected standard	School Improvement Plan Mission statement Data sharing: Trustees Pupil Premium Strategy Stakeholder surveys Supportive Action Plans and strategy documents Stakeholder consultation on school improvement priorities	- Broad, ambitious curriculum in place to meet the needs of all pupils without limiting pathways - Supportive Action Plan process effective in improving quality of education - Engage programme meets needs of hardest to reach families - SLT structure and processes ensure that the team is unified and makes informed strategic decisions - More time to Performance Review to identify issues early	
7.2 Governors/trustees: - Ensure that the school's vision, ethos and strategic direction are clearly defined - Take account of context - Make sure that resources, including digital technologies, are used effectively - Typically support and challenge leaders appropriately, giving due regard to leaders' and staff wellbeing and workload	Trust/ Governors' Mission Statements Minutes from meetings Governance review – June 2026 Governors training re: safeguarding, results analysis and school context	- Trustees regularly receive information on context and performance - Communication loop established between trustees and leadership team, including regular school visits and reports. - Trustee/ Governor Link Visits - One year SIP monitored by allocated trustees throughout the year.	
7.3 Leaders are role models of high expectations and professionalism. Staff have high expectations of what pupils can achieve	Learning Walks CPD and PM Visible presence around the school On call allocations	- Targets are challenging and based on aspirational FFT - Recent staff survey showed that staff are positive about Performance Management Process - New Performance Management process implemented 2024-25, linking School Improvement priorities to personal improvement objectives	

7.4	Leaders: • Ensure that staff and governors feel valued and involved in the strategic direction of the school • Provide staff and governors with meaningful opportunities to share perspectives and insights and collaborate throughout any change process	Trust Strategy Day Chairs' meetings Link visits TU Reps meeting Staff Survey Staff welfare group	• Link Governor Visits enable staff to connect with governors • Chair of Governors attends half-termly meetings with the HT • Feedback from Staff Survey: 91% would recommend Chenderit as a good place to work	
7.5	The professional learning and expertise programme: • Is evidence-informed, of high quality and designed to build expertise • Draws on evidence • Includes planned opportunities to apply and embed practice to build an effective team of teachers and staff, including ECTs and trainees, where relevant ◦ Leaders protect time for professional learning	Staff CPD programme in place Appropriate ECT plan in place Staff CPD record Performance management process Staff survey outcomes Staff welfare group	• Meeting cycle strives to provide regular opportunities for teams to meet • Meeting schedule is responsive to Department Reviews and Quality Assurance processes to ensure that there is time built in for feedback, follow up, training, support and sharing good practice • INSET days or disaggregated training events carefully planned to drive forward School Improvement priorities balanced with time • Staff feedback positive on training (a combination of in-house and externally provided)	
7.6	Leaders: • Support staff's wellbeing and ensure that their workload is manageable • Have systems to protect staff from bullying, unlawful discrimination, harassment and victimisation	Staff Charter TU Reps meetings Staff survey Staff wellbeing group Staff communications policy	• Regular TU Rep meetings support communication between staff and leadership • Half termly staff welfare meetings	
7.7	Leaders and governors develop constructive relationships with all parents and with the wider community, to build trust. They draw on these relationships to support pupils to achieve and feel that they belong	Parent Survey Careers, outside speakers, Community networks	• Parent Survey feedback: January 2026 • Broad range of community links established, including careers as well as other charities and organisations, have established positive reputation of school with the local community	
7.8	Leaders work with other schools, organisations and professionals in a culture of mutual support and challenge	Swan alliance Banbury behaviour group	• Visits to primary schools have influenced 'challenge' agenda at Key Stage 3	

		• Regular SWAN department meetings facilitate sharing of best practice • Wider safeguarding supervision	
7.9	Leaders act in the best interest of pupils, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or wellbeing	Inclusion Audit Pupil Premium Strategy	• SEND outcomes are positive with positive reviews of EHCP's and one-page profiles • Excellent local reputation for inclusion, including meeting the needs of LAC and SEND pupils • Disadvantage gap closing
STRONG STANDARD		EVIDENCE	IMPACT OF WORK
Leaders provide meaningful opportunities for staff and governors to share perspectives and insights and collaborate throughout any change process.		School improvement consultations involve all key stakeholders Annual surveys for staff, students and parents/carers Staff welfare group	• Adaptations made to school calendar • Staff wellbeing outdoors area • School mission statement created in collaboration with staff • SIP priorities
Leaders use their detailed and insightful analysis of school performance to evaluate the effectiveness of their provision. They accurately identify, monitor and act on priorities for improvement, leading to consistently strong standards across all areas of the school's work or rapid improvement in any areas where this is not the case.		SIP Governors meetings Ongoing review of key school policies including in-class research used to decide outcomes/next steps Collaborative approach to change	• Strong staff retention • Positive staff feedback on exit surveys • Improvements in staff workload and attendance • Rapid improvement in A Level L3VA
Leaders at all levels make a consistently positive contribution to the school's priorities and develop staff expertise as the key driver of improvement. They allocate enough time for staff to work together to achieve this. Staff understand their role in improving and sustaining standards and make a consistently positive contribution to this.		Weekly SIM briefings Servant leadership model formalised in SIP Designated planning time calendared for individuals and teams Performance management process responds directly to	• Strong staff retention • Positive outcomes in DTP cycles and learning walks • Internal promotions and TLR in evidence across all departments

	developing teacher programme and self-audit	
Governors/trustees use their knowledge and expertise to provide consistent support and robust challenge to leaders across all aspects of the school's work.	Strong and experienced Governor/trustees Active Governing body conduct regular site visits and provide link reports Aspirational governing body – conducted self-audit as part of ambition for improvement High levels of attendance at in-school and externally provided training Skills audit shows a broad range of skills that have been used by Governors to support improvements in music, examination practice, financial benchmarking, HR, community outreach and project management Governor minutes evidence challenge	• Improved Sixth form facilities • Excellent financial stability and position for the school • Strong outcomes at GCSE and Post 16 • Improved communications with parents (KIT, letters home)
Leaders have achieved a culture of high expectations and professionalism, which ensures a positive experience for all pupils.	Consistent standards across the school High levels of collaboration between teams and leaders at all levels Positive responses to staff and student surveys Low complaints from parents re: staff conduct Code of conduct shared with all staff annually	• Positive learning culture across the school • Staff regularly offer enrichment or extracurricular opportunities beyond the classroom or school day • Several overseas trips and opportunities for students organised by staff • High levels of staff professionalism

Leaders have developed a highly effective culture of professional learning and expertise in which staff take responsibility for their own learning and are keen to continually improve their expertise. Leaders ensure that there is a professional learning and expertise curriculum that is informed by the best available evidence, including research, and is precisely matched to priorities for whole-school improvement, subjects/teams/phases and individual needs	National College training programme accessed regularly by staff SWAN teaching alliance Personal CPD records Bespoke training provided in school via best practice or guest speakers	• Stable staff with expertise in their field reflected in their roles as examination markers • Staff who lead local subject networks • Strong retention of staff • Moderator reports state expertise from staff when running NEA's or field work • Dips closely aligned to SIP, training records and performance management closely aligned to SIP priorities
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Post 16 Provision: self-evaluation



EXPECTED STANDARD	EVIDENCE	IMPACT OF WORK	RAG RATING
8.1 Leaders have an accurate understanding of the strengths of the 16 to 19 study programme and are addressing any inconsistencies in a timely way. They ensure that students follow a suitable 16 to 19 study programme that is in line with Department for Education (DfE) guidance and meets the specific needs of the post-16 cohort.	Regular discussion with SLT to review study programme, including option blocking, enrichment and PD curriculum Adaptation and adjustment of the PD curriculum in response to the updated RSE guidance	• Variety of subjects open to all students • Entry requirements for subjects ensure students are well equipped to study the subjects they study • Three-year improvement trend in outcomes and progress • Student access to age-appropriate curriculum. • Curriculum map – RSE curriculum mapped from Year 7 to 13.	
8.2 Leaders ensure that the curriculum is appropriately sequenced and well taught overall. Leaders and staff typically use assessment well to make changes to teaching and/or the curriculum as necessary	Regular link meetings with LT and HoD to discuss curriculum Annual exam review meetings with LT Reports for students in Year 12 and 13 provide data for impact	• Results of assessments inform mentoring and intervention programmes for students. • Student survey – PD and CPSHE curriculum adjusted in light of concerns raised by students	
8.3 Generally, students have age-appropriate knowledge and skills across the curriculum. This is reflected in the quality of their responses and the work they produce	Entry requirements ensure students have age-appropriate understanding to access the subjects they wish to study Level 3 qualifications are delivered in line with specifications Additional support for mathematics is provided where appropriate to complete level 2 course,	• L3VA +0.20 • Question level analysis from examination boards shows that student responses are regularly and consistently above national averages across most subjects • Success in national competitions, such as rotary debate and Articulate	

8. 4 Students generally achieve well. Typically, this will be reflected in their attainment and progress in national tests and examinations being broadly in line with national averages. When published data is not available, including for some students with SEND, leaders can show that students typically make appropriate progress from their starting points.	A Level results Regular monitoring and assessments (including pre public examinations PPE)	• L3VA +0.20 • Question level analysis from examination boards shows that student responses are regularly and consistently above national averages across most subjects • Success in national competitions, such as rotary debate and Articulate • SEND progress at A Level is strong • Disadvantaged (students in receipt of bursary grants) at post 16 is strong – 53% of A Level grades A* to B	
8. 5 Students are generally ready for the next stage of education, employment or training. They go on to destinations that meet their interests, career goals and aspirations.	Excellent careers advice and support provided by dedicated member of staff Year 12 careers day Year 12 experience Two degree and apprenticeship fairs Trips to Universities, including support for Oxbridge applications Use of intern teachers to mentor students for next steps. Alumni students used to support careers events and model next life stages PD Curriculum follows the UCAS personal statement scheme of learning PD curriculum includes work on national apprenticeship opportunities	• Wide range of destinations, including Russel Group Universities, Higher Level Apprenticeships, Employment across a range of sectors, Study abroad. • Destinations for PP and SEND students are positive. PP – 66% into employment, 33% University (abroad) • SEND – 66% University, 17% Employment, 17% Apprenticeship • Low level of NEETS	

8. 6 Leaders have considered the needs of students in their curriculum design and approach to teaching. Adaptations to the curriculum or teaching for disadvantaged students, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or wellbeing are appropriate and enable students to achieve well.	Students are supported through bursary applications Sixth form SEND students have APDR meetings annually Pastoral Support Manager prioritises SEND and disadvantaged students Information on SEND or bursary grants are shared with all departments to allow them to plan adequately.	• Outcomes for SEND and disadvantaged students remain consistently good • In class adaptations are supported by the information shared by the SEND team to provide clear guidance on in class support. This is identified in DTP observations • Destinations for PP and SEND students are positive. PP – 66% into employment, 33% University (abroad) • SEND – 66% University, 17% Employment, 17% Apprenticeship	
STRONG STANDARD	EVIDENCE	IMPACT OF WORK	
Leaders ensure that the curriculum is taught consistently well across all 16 to 19 study programmes. They carefully analyse its impact and make astute adaptations as needed.	DTP programme MER schedule/timetable Appraisal objectives Information from Learning Walks and the DTP programme is shared regularly with LT and HoD's	• L3VA +0.20 • Question level analysis from examination boards shows that student responses are regularly and consistently above national averages across most subjects • Success in national competitions, such as rotary debate and Articulate • SEND progress at A Level is strong • Disadvantaged (students in receipt of bursary grants) at post 16 is strong – 53% of A Level grades A* to B	
Teachers are skilled at delivering the curriculum in a way that enables students to achieve well. The choices teachers make about what to teach, and when and how to teach it, are highly effective in the context of the subject and the needs of students.	Exam analysis documents and meetings DIP DTP schedule and MER timetable Moderator reports	• L3VA +0.20 • Question level analysis from examination boards shows that student responses are regularly and consistently above national averages across most subjects • Success in national competitions, such as rotary debate and Articulate • SEND progress at A Level is strong • Disadvantaged (students in receipt of bursary grants) at post 16 is strong – 53% of A Level grades A* to B	

Students achieve well. Typically, this will be reflected in above-average outcomes in national tests and examinations over time (where published data is available).	Moderator reports Positive L3VA scores Upward trend of A to E and A* to B grades Excellent vocational qualification results	• L3VA +0.20 • Question level analysis from examination boards shows that student responses are regularly and consistently above national averages across most subjects • Success in national competitions, such as rotary debate and Articulate • SEND progress at A Level is strong • Disadvantaged (students in receipt of bursary grants) at post 16 is strong – 53% of A Level grades A* to B
Students are very well prepared for later life and proceed to highly appropriate education, employment or training.	Destinations data Careers events Compass+ Gatsby benchmarks Work Experience week University visits	• Destinations for PP and SEND students are positive. PP – 66% into employment, 33% University (abroad) SEND – 66% University, 17% Employment, 17% Apprenticeship
Students, including disadvantaged students, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or wellbeing, achieve well, develop detailed knowledge and skills and produce high-quality work across the curriculum. This prepares them well for more advanced study.	Case studies PP numbers are low so trends are hard to analyse SEND positive outcomes at level 3	• SEND L3VA+ 0.25 • Destinations for PP and SEND students are positive. PP – 66% into employment, 33% University (abroad) SEND – 66% University, 17% Employment, 17% Apprenticeship • Wide range of destinations, including Russell Group Universities, Higher Level Apprenticeships, Employment across a range of sectors, Study abroad. • Students engaged in any sustained education post 18 is significantly above national (IDSR)