



# Caroline Chisholm School



## School Prospectus







## Welcome

Our mission is clear: to inspire every student through the delivery of an innovative, world-class education. We are proud to be a beacon of excellence in our community; a place where every individual feels safe, valued, included, and proud to belong.

We believe passionately in nurturing the natural curiosity of every learner. Our curriculum and wider opportunities are designed to enrich lives, fostering not just academic success, but also social development, moral integrity, and personal growth.

At the heart of our school are the values that shape everything we do: ambition, confidence, and success. These are not just words but the lived experience of every student, in every lesson, and at every opportunity. Our learners leave us as confident, resilient individuals with deep respect for others and a life-long love of learning, ready to contribute positively to their communities and to thrive on both national and global stages.

Caroline Chisholm School is proud to be a recognised World Class School for High Performance Learning (HPL). This accreditation not only reflects our commitment to the highest educational standards but also empowers us to support and develop teachers across the region. Through collaborative networks and action-based research, we continually refine our practice to ensure that every teacher is the very best they can be... because great teaching transforms lives.

I look forward to welcoming you to our school community. Together, we will continue to create an inspiring learning environment, one where our young people enjoy exceptional teaching, supported by a 'no excuses' culture, and leave us fully prepared for life and the world of work.

Chris Bishop  
Principal

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Caroline Chisholm School is a world class school.

— Russel Ellicott, High Performance Learning accreditor —

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# An all-through learning community

There are many benefits to being an all-through school.

Our teachers know our students throughout their school journey, both from a pastoral and academic perspective. This means we are better able to track our students' progress and tailor their learning to their individual needs.

Both older and younger students benefit from student-to-student mentoring and leadership opportunities.

We give our primary school students opportunities to access secondary school facilities. For example:

- Year 6s spend time in our cookery room when they learn about rationing during WWII
- Years 3 to 6 are taught music by secondary school music specialists
- All our primary students can borrow books in our Learning Resource Centre

The transition between primary and secondary is seamless and our students stay settled, create long-lasting friendships and have a strong sense of community. Parents and carers tell us it's much easier for busy family life to have primary and secondary-aged children in one location and that it is reassuring to know siblings aren't far from one another.



## Managing transitions

Before starting Reception, Year 7 and Sixth Form, we help our students settle in, whether they are joining Caroline Chisholm School for the first time or beginning a new phase of their educational journey here.

### Entry to Reception

Our teachers visit children at home in the summer before they start Reception. They also discuss your child with their nursery or pre-school. Reception children have a Year 6 Buddy to develop their confidence and friendships. We have a two-week staggered start to Reception so that children feel gradually more comfortable about staying the full day at school.

### Transition to Sixth Form

All applicants to our Sixth Form are invited to meet our Subject Leads, Progress Leader and our teachers at an induction day in the summer term before they start with us.

### Transition to Year 7

Our teachers visit new students in their primary schools and hold both a transition day in July and a summer school programme in the summer break to help them settle in. We also meet new parents and carers at an information evening at the end of the summer term. The first few days of September are centred around developing the confidence of Year 7s.



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“Being included in an all-through school environment has provided me with consistency throughout my whole journey in education. Therefore, entering every school year felt like a natural step instead of a leap into the unknown.” - Evie, Year 13

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"I've been at this school since Reception, so it's been a big part of growing up. I have loved being in the same place and feeling part of the community the whole way through."

- Mischa, Year 13

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# Our Vision and Ethos

Caroline Chisholm School is a safe, secure and inspirational learning environment at the heart of our community where everyone is equally valued and respected; a community built on:

**Ambition** by developing the school culture, where everyone:

- strives to be the best they can become
- aspires to ambitious goals
- nurtures and supports

**Confidence** where everyone develops self-belief by:

- overcoming challenges
- taking calculated risks
- upholding our shared values

**Success** where everyone is inspired to:

- become a high performing learner
- embrace a range of rich and diverse opportunities
- celebrate achievement in all its forms



## Who was Caroline Chisholm?

Caroline Chisholm was one of the greatest social reformers of the 19th Century. She lived in Wootton as a child and later moved to Australia where she helped those seeking a better life by providing them with work opportunities and shelter. She is known for her compassion and courage. As a school, we have celebrated Caroline Chisholm Day by, among other things, organising a litter pick-up around the area near her grave in Northampton.



# Teaching and Learning

We offer a broad, balanced and exciting curriculum for our primary, secondary and sixth form students.

We use High Performance Learning to ensure all our students develop the skills, values, attitudes and attributes they need for life beyond school.

High Performance Learning is a philosophy, based on rigorous research by Professor Deborah Eyre, which views every student as a potential high performer, regardless of their ability. It teaches *how* to learn, not *what* to learn. This approach encourages students to develop problem-solving skills, to think critically and to generate their own ideas and opinions, both on their own and with their peers. It also reflects our ethos of “everyone, every lesson, every opportunity”.



## Reception

We are extremely proud to offer an Ofsted rated ‘Outstanding’ Early Years Foundation Stage provision, which enables children to get off to a flying start from their very first days in school with us.

We follow the Department for Education’s Early Years Outcomes Framework, which covers the following seven key development areas:

- Communication and language
- Physical development
- Personal, social and emotional development
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

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Staff in the Reception Year provide well-structured learning activities that support children to progress well. Children are well-prepared for key stage 1.

Ofsted, 2025 - ”





## Primary Education at CCS

Our primary curriculum is designed to promote the mastery of core competencies in reading, writing and mathematics.

It is characterised by a love of learning outdoors and enriched by a wealth of opportunities to inspire learning and to support each student discover their passions and potential.

We use a thematic approach to the curriculum, designed to link individual subject disciplines. This enables children to make connections and understand the bigger picture. Learning is carefully sequenced to ensure regular opportunities for practice and retrieval, in order to lay down learning in long-term memory, on which students can successfully build their future education.

Our dedicated, whole school Inclusion Team ensures we are equally ambitious for children with additional/special educational needs and disabilities.



## Sixth Form Education at CCS

We expect our sixth form students to be high-performing role models, effective independent learners, and enthusiastic members of our school community.

We encourage all students to develop a genuine interest and be fully engaged in their chosen subjects and we provide the freedom for students to express themselves as young adults.

We support our sixth formers to bridge the gap between school and university or employment, by developing independent study skills within a supportive and caring school environment.

Our students typically study three A level subjects and, in some cases, they can take a fourth subject. Students can also opt for the Extended Project Qualification (EPQ), which contributes towards their final UCAS points.

We also offer Level 3 Cambridge Technical courses. These are equivalent to A levels and are high-quality vocational qualifications that are recognised for university entry.

## Secondary Education at CCS

Our secondary curriculum is based around a core of English, maths and science, but also the humanities, technology, computing, languages, arts, physical education, music, drama and Personal, Social and Health Education (PSHE).

We enrich this with educational visits, inspirational speakers and extra-curricular activities to ensure that every student's experience is engaging, motivating and positive.

We have a large modern foreign languages department and in Year 7, students are required to study either French or German, as well as Spanish.

By Year 10, our students have the opportunity to take a range of additional subjects at GCSE, including photography, business studies and child development.

Our careers education runs throughout the curriculum and all year groups have regular opportunities to engage in careers planning, which can then be put into practice with work experience in Year 10 and Year 12.

# First-class pastoral care

Our students' wellbeing is our top priority, and we provide high-quality pastoral care at every stage of their educational journey.

## Our Learning Support Team

We have a strong and experienced team of Learning Support Assistants who deliver classroom-based assistance, student-tailored programmes, intervention lessons and progress monitoring. Everything we do is student-focussed and aims to ensure that every student in our care can access the curriculum and achieve their very best.



Our Learning Support Assistants help students in a variety of ways. These include supporting them to retain focussed in lessons, helping them regulate their emotions and providing additional levels of academic differentiation.

We also use a system of Student Profiles to keep all our staff updated with strategies and objectives and these are regularly reviewed and updated. The profiles offer more detail for staff than appears on their register, so they have an in-depth knowledge of our students and can adapt their teaching accordingly.

Our Learning Support Assistants and Inclusion Leaders also go the extra mile to support students with their non-academic needs. We offer personalised practical strategies to ensure that our students are equipped with the emotional and organisational skills they will need at school and beyond.

In our primary phase, our facilities include our Butterfly and Nurture rooms, which support children with any additional needs. In our secondary phase, we have a small specialist unit for students with a diagnosis of high functioning Autism.

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The school provides many opportunities for pupils to develop their talents and interests.

Ofsted, 2025

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## Strong relationships with parents and carers

We want to forge strong, lasting relationships with the families of our students and for you to feel part of our community. You will have access to, among other things, your child's timetable, attendance record and report via the EduLink portal.

We will regularly keep in touch through parents' evenings, information sessions and newsletters.





# Discover yourself at Caroline Chisholm School

We compete in both county and national level competitions in a variety of sports.

Our sports facilities include:

- A four-court sports hall
- A gymnasium
- Eight tennis courts
- Six netball courts
- A full-sized sand-based astro field
- Two grass football pitches
- Two grass rugby pitches
- A full-size athletics track
- An all-weather cricket wicket and four outdoor cricket nets
- A fully-equipped multi-gym

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CCS is a supportive learning environment. The learning is fun, and the teachers convey excitement about their particular subject specialisms which inspires the children to feel motivated about their learning.

Year 11 parent

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Our primary students learn Latin and Ballroom dancing as part of our PE curriculum and we compete locally and regionally with other schools as part of 'Dancing Schools UK'.



## Music and performing arts

In our secondary phase, our partner, Northamptonshire Music and Performing Arts Trust, offers tuition to our students in piano, strings, brass, woodwind and percussion instruments, as well as vocals.

Our Performing Arts department is equipped with two drama studios, two specialist music classrooms and five music practice rooms.

We also run an annual school show. Previous shows have included, 'Elf Jr – The Musical', 'Back to the 80's', 'Nativity! The Musical', and 'We Will Rock You'.





## Enrichment

We pride ourselves on an extensive extra-curricular programme that has something to suit every student.

In our secondary phase, our lunchtime and after school clubs include musical theatre, Combined Cadet Force (CCF), orchestra, STEM, chess, art and an extensive range of sports.



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Participating in extracurricular activities, particularly cadets, has been a highlight for me. It's not just about the skills I've learned; it's also about the friendships I've built with many of my classmates.

Trisha, Year 8 student

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Leadership is at the heart of our school and students are encouraged to build their teamwork and organisational skills by taking part in the Duke of Edinburgh's Award and our Student Council.

Our community is incredibly important to us and we work closely with the Wootton Parish Council to improve our surroundings, whether it's tree planting or litter pick-up days. We believe instilling concern for society is an important part of our students' learning.



Sometimes the simplest experiences work the best, such as an evening of stargazing in our forest school area for our primary-aged students.



## Our House System

Every student is placed into one of four houses, each named after an Australian city: Brisbane, Melbourne, Perth and Sydney.

Our House system encourages learning, teamwork and interaction across all our three phases: primary, secondary and sixth form.

It also gives students:

- A sense of belonging and pride in our school community
- Fun and excitement through competition
- Opportunities to develop leadership, social, intellectual, physical and practical skills
- An awareness of individual and collective responsibility
- A sense of achievement, both inside and outside the classroom



## Digital Devices

We are a school that pioneers digital innovation. In our secondary phase, we roll out an exciting digital programme in which families purchase a Lenovo 500w Gen 4 laptop (with built-in warranty and insurance) that students use both at school and at home. Alternatively, we provide students with a WinBook that can be used at school. All students have a locker to store and charge their device.

In our primary phase, students practise and improve their computing and IT skills with access to iPads and desktop PCs. We have one WinBook for every two children.





Primary • Secondary • Sixth Form

*Where children grow, thrive, and belong  
— every step of the way.*