



Welcome

We are immensely proud to welcome you to our high-achieving, all-through learning community where the quality of educational experience and opportunity is rooted in our shared vision of ambition, confidence and success for every child in both their academic achievement and personal development.

Our curriculum is challenging, engaging and enriched by a wealth of extra-curricular opportunities and experiences designed to nurture and grow the emerging strengths and talents of our children and young people. Our strong pastoral provision ensures that all children and young people receive the care, guidance and support that they need to thrive and strive for excellence in all areas of life and learning.

As one school, we offer a family ethos where parents are valued partners in their child's education and have the assurance of their child's learning continuum from the ages of 4-19. Reception age children get off to a flying start in our outstanding Foundation Stage provision and families have the benefit of knowing that their child's educational journey will continue into Year 7 and beyond.

Our vision is for all students to become ambitious, confident and successful learners, who are fully prepared for the next step in their educational journey, and we recognise that this takes great commitment from all staff, children and families. We want our children and young people to be responsible citizens in modern Britain, to engage positively in the global economy and to respect other cultures throughout the world. For this reason, our school vision and values underpin our learning and all aspects of our work.

We seek to build strong, lasting relationships with both parents and children to ensure that all those involved feel proud to be part of our school community. By choosing Caroline Chisholm School, you can be assured that your child's success and wellbeing will be our highest priority. We look forward to your child beginning their unique learning journey here at Caroline Chisholm School and to a long and rewarding partnership with your family.

Yours sincerely,



David James
Principal



Katherine Patterson
Vice Principal

Our Vision

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.



Everyone Every Lesson Every Opportunity

We aim to provide school experiences and opportunities that promote and encourage ambition, confidence and success for everyone – for all students and all staff, through the effective support and engagement of parents. We want this in every lesson and learning activity, both in and out of school, to ensure that everyone can aim high and unlock their individual potential. We will encourage each child to make the most of every opportunity so that their educational experience at school is as enjoyable, rewarding and as successful as possible – nurturing the best in everyone.

Our School

Caroline Chisholm School is a very successful, oversubscribed, all-through school serving students from the ages of 4 to 19.

Students joining the Reception Class for September 2022 (4+ admissions)

Caroline Chisholm School is an academy trust serving the linked areas of Wootton Fields, Grange Park, St George's Fields, Courteenhall and Quinton. Our Reception class admissions are co-ordinated by West Northamptonshire Council. Parents should apply for a place by visiting the West Northamptonshire Council's website, <https://www.westnorthants.gov.uk/primary-school-places/apply-primary-school-place> and complete the online application form. Here, you are able to state three preferences for primary schools.

Three principles underpin our approach to admissions:

- **Community cohesion** – Schools can have a powerful, positive influence in fostering a sense of community and bringing together diverse groups within the community.
- **Family cohesion** – It is helpful for families and supports good relationships between siblings if children from the same family can attend the same school.
- **Continuity of learning** – Our all-through school enables us to provide a clear curriculum progression throughout the primary and secondary phases of the school.



The 60 Reception year places available in the primary phase of our school are allocated in accordance with our school's admission criteria, which you can find on the admissions section of our website or by following this link: [CCS - Admissions information](#)

As an all-through school, Year 6 pupils who attend the primary phase of Caroline Chisholm School do not need to re-apply for a place in our secondary phase, as they are already on our school roll and will transition automatically into Year 7.

“ Children thrive in Reception and settle into school well. The curriculum is designed to stimulate children's interests. The vibrant environment adds to children's enjoyment of learning. ”

- Ofsted report, 2020

Attendance

Ensuring good, punctual attendance is key to successful education and, as a result, high levels of attendance and punctuality are required for all pupils. Pupils are expected to attend above the school's target, which is currently 97%. The school is not permitted to authorise absence for the purpose of a family holiday during term time, for any reason. Absence may be authorised for other exceptional reasons. Please refer to the 'Request for Absence Form' available on the school website.

The School Day

Registration	8:45am
Sessions 1 & 2 (Including assemblies)	8:55 – 10:45 am
Morning break (KS1 & KS2)	10:45 am
Sessions 3 & 4	11:00 – 12:00 pm
Lunch	12:00 – 1:00 pm
Sessions 5 & 6	1:00 – 3:15pm
End of school day	3:15pm
Extra-curricular clubs and activities	3:15pm

School Organisation

Caroline Chisholm School benefits from excellent facilities within the modern and innovative Wooldale Centre for Learning site.

Our primary provision is two-form entry, with 420 students organised into 14 classes.

As an all-through school, primary and secondary phase students have the same start and end of school day times.

The timetable shown is based on a normal school day and is subject to change, depending on any new government guidelines being issued, relating to COVID-19 and/or any school-based needs.

Playground gates and classroom doors open at 8:30 am for children to come straight into their classrooms with registration starting at 8:45 am promptly.



Before & After School Care

The Wooldale Early Care & Education Centre provides a before and after school care facility which operates within the primary phase building. This is a privately-run facility and parents should contact Bright Horizons directly to access this service. The breakfast club runs from 7:45 am to 8:45 am and the after-school club runs from 3:15 pm to 6:00 pm. They can be contacted on 01604 877509 or 07815 000671 or by email using the address wooldale@brighthorizons.com.

Travelling to School

The school is in walking distance for most of the families who live in our linked area. We aim to promote walking and cycling to school. We have a secure cycle park in the lower car park area and additional cycle racks close to the primary building. We offer annual Bikeability courses for our older primary pupils to develop safe and responsible cycling skills. There are a limited number of short stay car parking spaces available at the start of the school day for parents of Foundation Stage children; however, the car park is primarily for the use of staff, visitors and valid blue badge holders.



“ In the primary phase, pupils achieve well in all subjects. Teaching helps pupils to develop a love of reading.

- Ofsted report, 2020



School Meals

We are very pleased to offer a full dining service for all our students in our purpose-built dining room. The dining room is adjacent to the primary phase building and access is via a covered walkway. We operate a staggered system of sittings during the lunch break, starting with our Reception age children. Our team of teaching and learning support assistants and lunchtime support staff provide supervision and activities during the lunchtime period.

Hot, nutritious meals are freshly prepared and cooked on site by Chartwells Catering; under the 'Universal Free School Meals' government initiative, all Reception and Key Stage 1 children are entitled to a daily cooked lunch, free of charge. Throughout the primary years, parents pre-order meals on a weekly / termly basis using our secure e-payment website, ParentPay.

Menus are organised on a three weekly cycle and are available to view on the school website for parents' information about food choices. Children may bring their own packed lunch to school if they wish, the content of which should be a healthy balance of suitable food items.



Curriculum

Our curriculum is rooted in our belief that every child is capable of achieving strong academic success, through carefully planned learning activities, which challenge and support the needs of individual learners.

Our primary curriculum design provides a broad, balanced curriculum that equips our young learners with the relevant knowledge, skills and understanding to grow and flourish in all aspects of their learning and development – academically, personally and socially, physically, mentally and spiritually.

Our 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 and experiences to inspire learning and help support each student in discovering their passions and potential. A creative and enterprising approach to high quality teaching and learning enables learners to make good progress and encourages each child to be the best they can become.

Children in the Reception year follow the Early Years Foundation Stage (EYFS) Curriculum. In Key Stage 1 and Key Stage 2 all national curriculum subjects are taught. Our thematic approach to the curriculum is designed to link individual subject disciplines, which 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.

Parents are kept up to date and informed about their children's learning through our detailed, termly 'Curriculum Matters' newsletters for each year group, which can be accessed via our school website. Parents can also keep in touch with each class's weekly learning in school, activities and homework through the use of each year group's MS Teams site.

The 'Primary Matters' newsletter, gives parents details about what is happening across the primary phase of our school. In addition, our 'School Matters' newsletter celebrates the wide range of achievements across each age phase of our all-through school, both of which are regularly emailed to parents.



Specialist Teaching Provision

As an all-through school, our primary age students benefit from the use of specialist facilities and teaching in a number of curriculum subjects that include science, technology, music and Spanish. This builds confidence and progression in learning, in preparation for transition to Year 7. Students in Years 5 and 6 have access to science laboratories, and technology rooms. Years 4 to 6 enjoy their weekly music lessons in our performing arts specialist provision, while in Years 3 to 6, all students have weekly Spanish lessons taught by our MFL specialist teachers.

High Performance Learning

We adopt a High Performance Learning (HPL) approach throughout the entire school experience – in lessons, extra-curricular activities and in home study tasks. HPL is a research-based, pedagogy-led philosophy developed by Professor Deborah Eyre. This approach centres on the belief that learners are not limited by ability and can become high performers given the appropriate challenge and support and this reflects our own ethos of “everyone, every lesson, every opportunity”.



Advanced Performance Characteristics - How we think

HPL makes the ambition of high performance the expectation for students of all ages in our school and uses a teaching and learning framework to systematically grow minds and develop the cognitive skills, values, attitudes and attributes needed to achieve success.

Our students are encouraged to use their thinking skills to build on existing knowledge, generate their own ideas and opinions and to solve problems effectively, both individually and in collaboration with their peers.



Meta-Thinking



Linking



Analysing



Creating



Realising

Values Attitudes & Attributes - How we behave

Caroline Chisholm was an extraordinary pioneer educator who lived a life of service for the benefit of others. Ambitious in her calling, throughout her life's journey she lived out the values which complement our school vision and approach to High Performance Learning. It is our values that influence our attitudes and actions and shape our character - the sort of person that we are and that we want our children to become. At Caroline Chisholm, we value:



Empathy



Agile thinking



Hard work



Educational Inclusion

Our dedicated, whole school Inclusion Team works closely with parents and students to ensure that our educational approach is equally ambitious for children with additional/special educational needs and disabilities. We are committed to enabling success through carefully matched learning provision and access to opportunities which build confidence, whilst ensuring independence. Where a child has an Educational Health Care Plan, the local authority will consider parents' wishes in naming an appropriate school when the child is starting school in Reception. The school has been designed to be as accessible as possible for children with physical difficulties.

“ Children quickly develop confidence and show pride in their work...
Parents are very involved in supporting their children's learning. ”

- Ofsted report, 2020

Curriculum Enrichment

We provide an outstanding and exciting range of curriculum enrichment opportunities and experiences during the school day and through our extensive range of clubs that run before and after school.

We aim to 'light up learning' by providing memorable experiences which help the learning to 'stick'.

Educational visits are carefully planned to ensure that they add value and authenticity to children's learning. Experiences include day visits to places such as 'The Living Rainforest' and 'Black Country Museum' and residential visits to York in Year 4 and Isle of Wight in Year 6. Sometimes the simplest of experiences can be the best, such as when Year 5 go 'Out of this World' for an inspiring evening of stargazing in our own forest school area.



Ambition Confidence Success
Everyone Every Lesson Every Opportunity



"For the past four successive summers, our primary students' artwork has been selected for display in The National Gallery in London, following submissions by our extra-curricular 'Art Express' club to the annual 'Take One Picture' project. We are extremely proud to have exhibited our primary artwork in a world class art gallery.

Performing Arts

Every child has the opportunity to learn to play an instrument in Key Stage 2. Peripatetic music lessons are available to children in Key Stage 2 for strings, woodwind, guitar, keyboards and drums/percussion. We also offer whole class instrument tuition, free of charge, during KS2 through the Northamptonshire Music Performing Arts Trust, First Access Project.

We also encourage every child to find their voice and join our successful primary choirs.



Sport

Participate, Compete and Celebrate

We are passionate about PE and sport, and place high priority on providing specialist teaching of the best possible quality and a range of inclusive opportunities for children across all phases. We aim to achieve sporting excellence, establishing a strong sporting reputation both locally and regionally resulting in achieving the Gold School Games 2016-18 standard and Platinum standard for 2019-20.



The School Games Mark is an award scheme which recognises and rewards schools for their commitment to the development of sporting competition across their school. OFSTED use this mark as part of their inspection framework.





We are a dancing school!! Dancing is another of our passions and is great for developing fitness, stamina, co-ordination and social skills. We have introduced Latin and Ballroom Dancing into our PE curriculum as well as continuing to compete in local and regional 'Dancing Schools UK' competitions.

Due to the high levels of enthusiasm for dancing, we have competition teams across the primary age phases and demonstration teams who showcase their dancing at different events during the year.

The House System

Brisbane Melbourne Sydney Perth



We aim to encourage cross phase learning and interaction wherever possible, between our three phases: primary, secondary and sixth form. The house system is designed to embody the values and ethos of our school and aims to be an integral part of our school community. We want pupils to be proud of their school and their house, and to work with their peers of all ages, as opposed to just those in their age phase or year group. The house system aims to provide each student with:

- a sense of belonging/identity within the school community
- opportunities to develop social, intellectual, physical and practical skills
- a sense of achievement, both inside and outside the classroom
- fun and excitement through competition
- opportunities for leadership
- an awareness of individual and collective responsibility.



School Uniform

All children are expected to dress smartly for school. The children wear a navy school logoed sweatshirt or cardigan and a white polo shirt, also bearing the school logo. The children may then wear grey trousers, a grey pinafore dress or grey skirt. In the summer, pupils may choose to wear smart grey tailored shorts to wear with the white, logoed polo shirt or a navy blue and white checked dress.

School shoes should be plain black and of a low and supportive style. Trainers and canvas style shoes are not permitted. Children will be very active throughout the day and for reasons of health and safety, sensible footwear is essential. A school fleece or school hoodie with a logo are also available and these provide a smart, warm and comfortable alternative to a coat in cool, dry weather or an extra layer inside school during the colder months. Coats in a practical and suitable style for school should be worn by children.

Hair styles must be sensible and appropriate for school with no unnatural hair colourants or shaved designs. Hair bands or bobbles should be discreet and in school uniform colours. No jewellery should be worn to school except medical bracelets, stud earrings and a watch. Children must be able to remove their own earrings or come to school without wearing earrings on PE lesson days, for reasons of health and safety.

All children are required to have a school logoed book bag which can be purchased from the Primary Office directly.

PE Kit

For indoor PE, children should wear navy shorts and a plain white t-shirt. All primary pupils should have a pair of black plimsolls. For outdoor PE, all children require a pair of trainers for outdoor games activities (velcro fasteners are preferred in Year 1 & Year 2). In cold weather, navy jogging bottoms are required. Pupils in Reception, Year 1 and Year 2 should also wear a plain amber / yellow sweatshirt; an additional pair of any navy / black PE socks is highly recommended as normal socks get wet and muddy. In Year 3 - Year 6, pupils wear a navy blue and amber rugby shirt and require a pair of navy and amber football-style socks. Year 1 - Year 6 may also wear a navy / black woolly hat in cold weather and the school fleece or hoodie can also be worn for extra warmth.

All kit must be contained in our CCS navy drawstring PE bag which should be clearly marked on the outside with your child's name. School logoed PE bags are available to purchase from the Primary Office. Children should not bring rucksacks as space for coats and bags is extremely limited. Drawstring bags stay on pegs and do not clutter classrooms and corridors.

Parents are requested to name every item of their child's uniform.



Behaviour Expectations

We expect the highest possible standards of behaviour from everyone, at all times.

We want all our children to become successful and confident learners, or as we say 'SMART Learners'. In order to achieve this, we have established a SMART Charter in the primary phase of the school. The SMART Charter links with our HPL values, attitudes and attributes and is designed to be relevant and understood by pupils from Reception to Year 6.



SMART Charter
SMART Learners are:

Sensitive
Empathetic - kind and concerned for others
We don't hurt people or their feelings

Motivated
Hard working and resilient - having a go
We don't waste time or give up

Agile
Attentive, enquiring and creative - aiming high
We don't expect others to think for us

Responsible
Respectful of property and nature - caring
We don't damage or waste things

Truthful
Honest and trustworthy - doing what's right
We don't cover up the truth

★ ★ ★ Be Smarter—Follow The Charter! ★ ★ ★



We believe that by far the simplest and most effective form of reward is verbal praise. Regular verbal praise and affirmation are vital in rewarding pupils' achievements and raising self-esteem and motivation.

Pupils understand that there are rewards given when they choose to follow the SMART Charter and consequences when they choose not to follow the Charter. Consequences include a verbal warning, loss of free time and privileges as appropriate.

By giving children clear behaviour choices, we aim to encourage pupils to develop independence and to take responsibility for their actions. Parents who support the school's approach to behaviour will enable their child to get the most from school life.

Anti-Bullying

We have a zero-tolerance policy of bullying behaviour. We work hard to tackle any incident of bullying. Supported by our anti-bullying ambassadors, children understand their rights and responsibilities in relation to bullying and they are equipped to stamp out any bullying behaviour.



Parent Partnership

We value parents as important partners in supporting learning. There will be a number of occasions when parents are invited into school to discuss pupils' progress and achievements, take part in workshops and support special events and celebrations. Our Primary Matters newsletters will have details of all forthcoming events and important dates. Regular updates are uploaded on the school website, so look out for these along with our 'Curriculum Matters' and 'School Matters' newsletters which are emailed to parents, as well as communication via MS Teams. We communicate regularly with parents via our 'Schoolcomms' text and email service. Learning will be supported and enriched by a programme of meaningful and manageable home learning activities for all pupils; the focus of which will be on reading, spelling, maths and study skills.

The first point of contact for parents is the class teacher. If parents need to speak to their child's teacher urgently before the school day begins, they should come to the primary office and every effort will be made to accommodate needs; however, teachers will be very busy in the morning preparing for the day ahead and will have more time to meet parents at the end of the school day. For details of who to contact and response times, please refer to the 'Policy for Responding to Parents' which is available on the school website via the 'Information' tab.

Information about your child's progress is reported through a series of parent consultations and via our secure online system, Edulink One, for which parents receive a login with an encrypted password. Parents are also invited to attend two Parent / Teacher consultations in addition to our end of year 'Primary Celebration' event, which is an annual and informal afternoon and evening showcasing children's achievement, performances and demonstration lessons.



Home School Agreement



A student's best potential is achieved when home and school work together in a supportive partnership. Our expectations of each party in encouraging this partnership, which is central to your child's effective education, are set out below:

School will

- ✓ Provide a happy, caring and secure learning environment for all pupils.
- ✓ Establish an ethos and moral framework founded on equality of opportunity, mutual respect, valuing the community and respecting the law.
- ✓ Encourage the highest standards of achievement and behaviour.
- ✓ Provide a broad, challenging and innovative curriculum which meets the needs of all individuals.
- ✓ Provide a varied and exciting programme of extra-curricular activities including sport, performing arts and educational visits.
- ✓ Communicate regularly with parents, giving information about the school and pupils' achievements and progress.

Parents will

- ✓ Ensure their child's punctual arrival at school and regular attendance, taking all possible steps to ensure that school days are not missed, particularly at the beginning of an academic year and during statutory assessment periods.
- ✓ Encourage their child to play a full and active part in school life.
- ✓ Communicate promptly with the school regarding their child's wellbeing and academic progress.
- ✓ Support our school's uniform policy and ensure that correct equipment is brought to all lessons.
- ✓ Support our school's policies for behaviour and home learning.
- ✓ Address any concerns about the school or its policies direct to the school and not via social media.

Pupils will

Uphold the SMART Charter and be:

- ✓ Sensitive to the needs of others by being empathetic, kind and respectful at all times.
- ✓ Motivated by being hardworking and resilient, making the most of their time and opportunities at school.
- ✓ Agile by being attentive, enquiring, creative and aiming high.
- ✓ Responsible by taking care of all property, equipment and the environment.
- ✓ Truthful by being an honest, trustworthy and reliable member of the school community.

Together we will

- ✓ Support the home-school agreement and foster relationships based on mutual respect, courtesy and trust in pursuit of encouraging every pupil to reach their full potential and be the best they can be.

School Performance

No published data for 2019/20 or 2020/21 is available due to the cancellation of all statutory assessments.

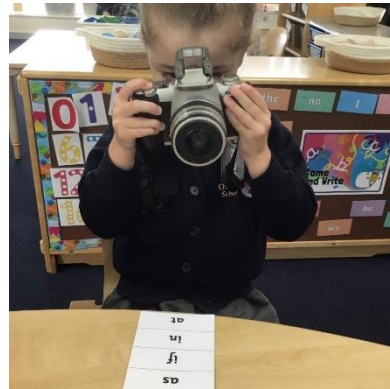
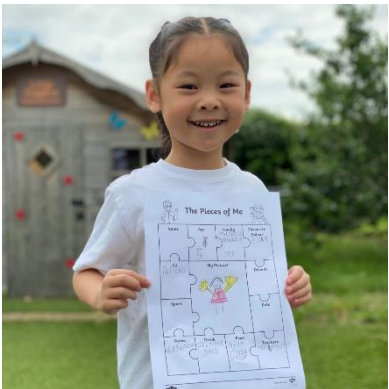
Foundations Stage Results – Good Level of Development Pupils meeting or exceeding the Early Learning Goal in all Prime Areas					
2016-2017		2017-2018		2019-2019	
School	National	School	National	School	National
83%	71%	75%	71%	77%	71%

Year 1 Phonics Screening Check					
2016-2017		2017-2018		2019-2019	
School	National	School	National	School	National
95%	81%	95%	83%	92%	82%

Key Stage 1 Results - Year 2 Age Related Expected Standard (National %)								
2016-2017			2017-2018			2019-2019		
Re	Wr	Ma	Re	Wr	Ma	Re	Wr	Ma
92% (76%)	82% (68%)	88% (75%)	83% (76%)	83% (70%)	88% (76%)	88% (75%)	77% (70%)	82% (76%)

Key Stage 2 Results - Year 6 Age Related Expected Standard (National %)								
2016-2017			2017-2018			2019-2019		
Re	Wr	Ma	Re	Wr	Ma	Re	Wr	Ma
97% (71%)	87% (76%)	88% (75%)	90% (75%)	98% (78%)	93% (76%)	90% (75%)	92% (78%)	93% (79%)
Higher standard			Higher standard			Higher standard		
33% (24%)	35% (18%)	32% (23%)	43% (24%)	35% (18%)	32% (23%)	42% (28%)	42% (20%)	43% (24%)
Reading, Writing & Maths Combined Expected Standard 77% (61%)			Reading, Writing & Maths Combined Expected Standard 87% (64%)			Reading, Writing & Maths Combined Expected Standard 83% (65%)		
The progress made by pupils from end of KS1 to end of KS2 is positive and above the national average in reading, writing and mathematics.								

Caroline Chisholm 1808 -1877
Pioneer Educator & Social Reformer



The Wooldale Centre for Learning, Wootton Fields,
Northampton, NN4 6TP, England

Principal Mr David James

Vice Principals: Mr Andrew Fisher, Mrs Katherine Patterson, Mr Gary Wakefield

To view our primary phase virtual tour, please visit:
www.ccs.northants.sch.uk/reception-2022-virtual-tour

Tel: 01604 272572 Email: primaryoffice@ccs.northants.sch.uk

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