



Caroline Chisholm School

Globally Minded • Future Ready





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.

We 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



Andy Fisher
Vice Principal - Head of Primary



Growing Kindness and Integrity

We believe that every child should learn in an environment where kindness and understanding are at the heart of all we do. We want our children to grow into thoughtful, caring young people who show empathy towards others and act with integrity in everything they do.

We encourage our pupils to listen, to help, and to stand up for what is right, building a school community where everyone feels seen, supported and respected. Through gentle guidance and positive role modelling, we help our children develop the confidence to make good choices and the compassion to care for those around them.





Admissions

Caroline Chisholm School is an academy trust serving the linked areas of Wootton Fields, Grange Park, St George's Fields, Courteenhall and Quinton.

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 unity** – 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.

Students joining Reception (4+ admissions)

You should submit your application via your home local authority. Parents of children living in the West Northamptonshire Council (WNC) area should apply via: <https://www.westnorthants.gov.uk/primary-school-places/apply-primary-school-place>

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.

Students joining In-Year

In-year applications to our school should be made directly via this link: <https://ccs.applicaa.com/inyearadmission>.

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.



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.

We offer a broad and balanced curriculum, equipping 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.

Our Key Stage 2 results are consistently well above national averages with 72% of Year 6 students achieving the expected standard in Reading, Writing and Maths combined. 89% of students achieved the expected standard in Reading with 46% achieving greater depth and 84% of students achieved the expected standard in Maths with 41% achieving greater depth.

Parents are kept up to date and informed about their children's learning in school, activities and homework through the use of each year group's MS Teams site. Parents of children in Reception will also receive weekly photos/videos through a parent share system.



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 our Key Stage 2 children to find their voice and join our successful Young Voices choir.

Sports

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 2021-22, 2022-23, 2023-24 and 2024-25.

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.





Forest School

Forest School is an outdoor learning program that provides children with regular opportunities to engage with nature in our onsite Forest School Area. It's child-led, encouraging exploration, discovery and experiential learning through hands-on activities. The curriculum emphasises holistic development, fostering not only academic skills but also social, emotional and physical growth.

Key Elements of the Forest School Curriculum:

Outdoor Exploration: Children explore the natural environment, building an appreciation and respect for nature. Activities include bug hunting, climbing trees and learning about local wildlife and ecosystems.

Practical Skills: Forest School offers the chance to develop practical skills such as using tools safely, constructing structures, and engaging in creative projects like making natural crafts (e.g., magic wands from sticks and leaves).

Physical Development: By climbing trees, balancing on logs and navigating uneven terrain, children develop gross motor skills, strength and coordination.

Social Interaction: Children work together collaboratively, developing teamwork, communication and problem-solving skills as they work as a team on activities like den-building or treasure hunts.

Emotional Growth: The outdoor setting provides a calming environment where children can build resilience, independence and self-esteem. Managing risk, such as climbing trees or using tools safely, fosters confidence and responsibility.

Connection to Nature: Through immersive experiences, children develop a deeper connection to the natural world, enhancing their understanding of environmental stewardship and sustainability. This is particularly demonstrated with our very own protected Great Crested Newts in our pond.

Connection to Learning: Children bring their Forest School experiences back to the classroom, sparking a love for learning across various subjects. The hands-on, experiential nature of Forest School complements traditional learning by making it more engaging and meaningful.



The School Day

8:45 - 8:50am

Registration - Classroom doors open at 8:30 am for children to come straight into their classrooms with registration starting at 8:45 am promptly.

8:50 - 9:55am

Session 1

9:55 - 10:45am

Session 2

10:45 - 11:05am

Morning break

11:05 - 11:55am

Session 3

11:20am - 12:45pm

Lunch, staggered for each year group

12:45 - 1:40pm

Session 4

1:40 - 2:30pm

Session 5

2:30 - 3:15pm

Session 6

3:15pm

End of school day



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

Support

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.

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, Spanish and Physical Education. 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 3 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 and those in Years 1 to 6 have regular Physical Education sessions led by our specialist PE team.



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.

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.

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 afternoon showcasing children's achievement, performances and schoolwork.

Wrap-around Care

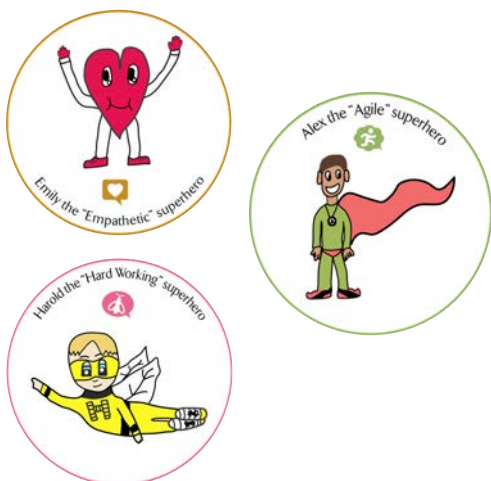
The Wooldale Early Care & Education Centre provides a before and after school care facility which operates within the primary phase building. This is a privately-run facility and parents should contact Bright Horizons directly to access this service. The breakfast club runs from 7:45am to 8:45am and the after-school club runs from 3:15pm to 6:00pm. They can be contacted on 01604 212439 or 07815 000671 or by email using the address wooldale@brighthorizons.com.



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.



Caroline Chisholm School **SMART Charter**

SMART Learners are:

Sensitive	Empathetic - kind and concerned for others <i>We don't hurt people or their feelings</i>
Motivated	Hard working and resilient - having a go <i>We don't waste time or give up</i>
Agile	Attentive, enquiring and creative - aiming high <i>We don't expect others to think for us</i>
Responsible	Respectful of property and nature - caring <i>We don't damage or waste things</i>
Truthful	Honest and trustworthy - doing what's right <i>We don't cover up the truth</i>

★ ★ ★ 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.

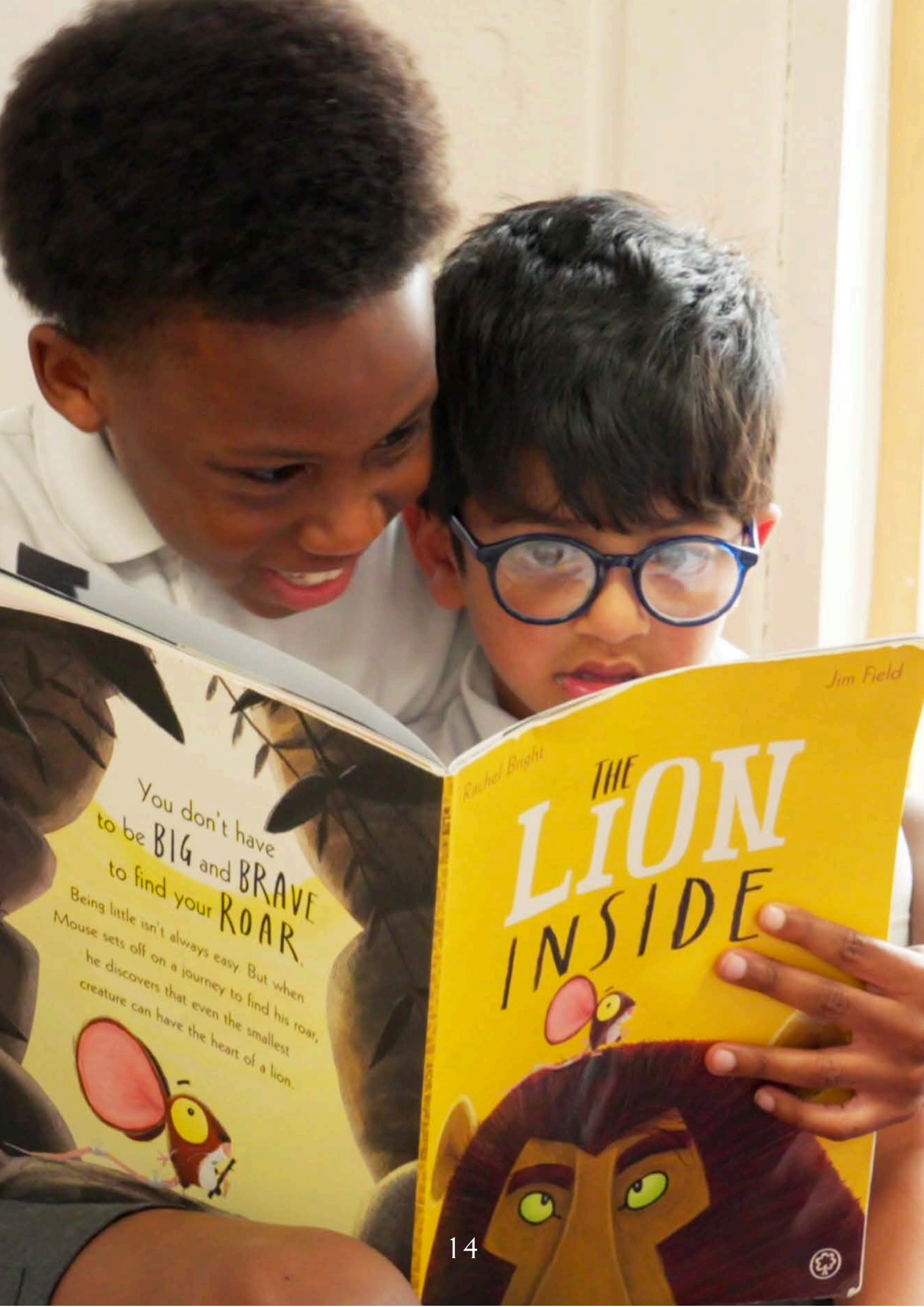
Pupils understand that there are rewards given when they choose to follow the SMART Charter and consequences when they choose not to follow the Charter. Consequences include a verbal warning, loss of free time and privileges as appropriate

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.

Wellbeing Champions

Our Wellbeing Champions serve as ambassadors, working together to help shape and refine our wellbeing initiatives to ensure they effectively support their peers in their respective age groups. In 2024 we received the National Children's Bureau 'Wellbeing Award for Schools' after 18 months of dedicated commitment to reviewing and enhancing our support systems for mental health and wellbeing.





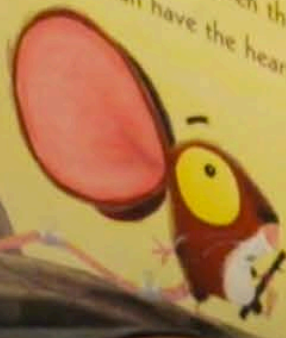
Jim Field

Rachel Bright

THE LION INSIDE



You don't have to be **BIG** and **BRAVE** to find your **ROAR**.
Being little isn't always easy. But when Mouse sets off on a journey to find his roar, he discovers that even the smallest creature can have the heart of a lion.




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 @CarolineChisholmSchool