





# Welcome

Welcome to Caroline Chisholm School. We are a high-achieving school and our aim is to develop children into ambitious, successful and resilient young adults.

Our curriculum is challenging, and our pastoral system is supportive. We have an outstanding extra-curricular programme that is designed to grow and nurture the strengths and talents of our students.

At Caroline Chisholm School, we seek to build strong, lasting relationships with both parents and students to ensure that all those involved feel proud to be a part of our shared community.

Our values - Ambition, Confidence and Success - underpin learning and all aspects of school life. We strive for excellence in all areas of learning so our students can also achieve success.

Our vision is that all students should be fully prepared for the next step in their journey, wherever that may take them. We recognise this requires great commitment from all staff, students and families.

By choosing Caroline Chisholm School, you can be assured that your child's success will be our highest priority. We look forward to shaping your child's unique learning journey and having the opportunity to develop a rewarding partnership with your family.

A handwritten signature in dark ink, appearing to read 'D J' followed by a long horizontal stroke ending in a small arrowhead.

David James

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:

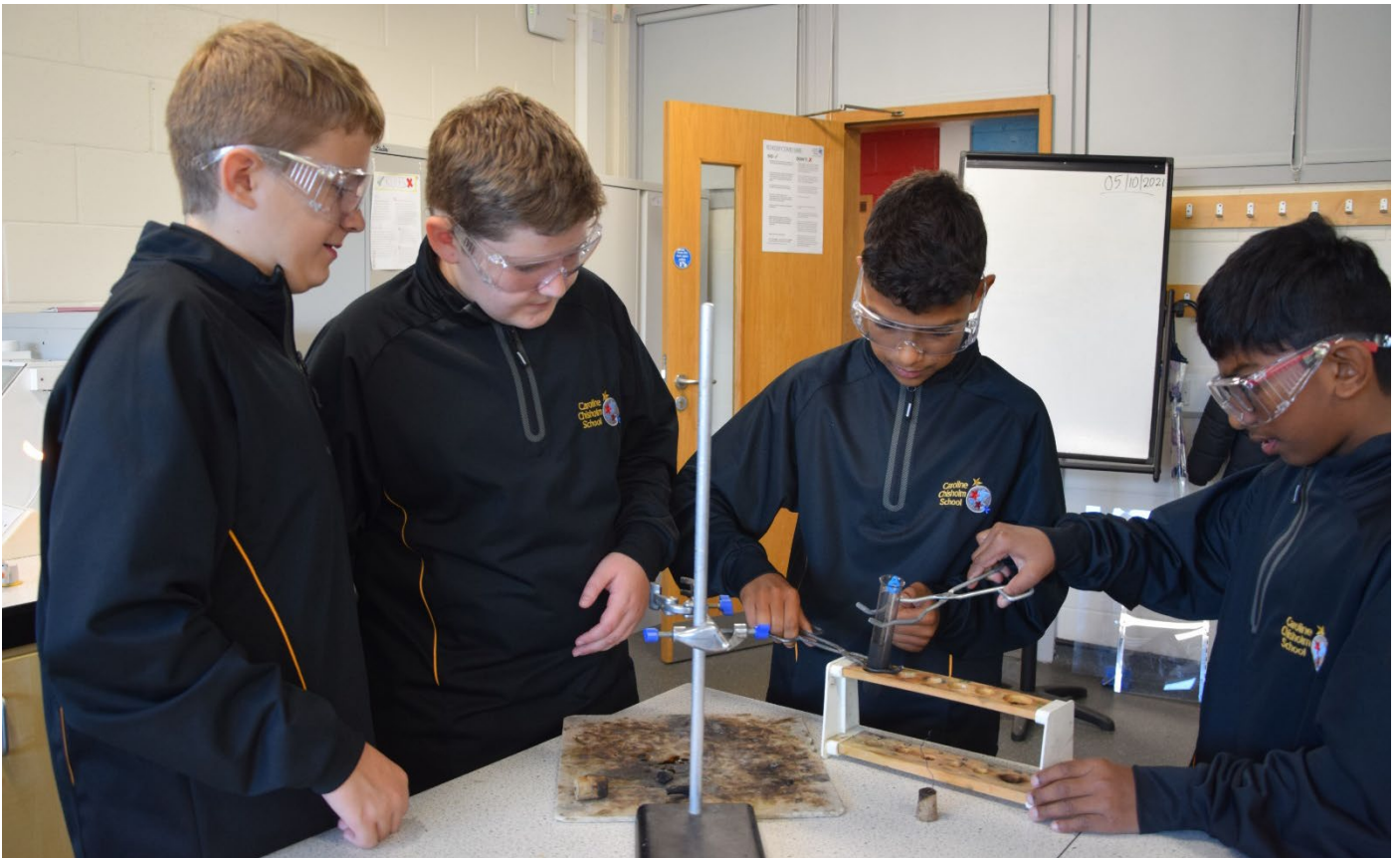
- strives to be the best they can become
- aspires to ambitious goals
- nurtures and supports

**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



# Our School

Caroline Chisholm School is at the heart of the local community. It is a very successful, oversubscribed “all through” school serving students from the ages of 4 to 19. We have an impressive track record of academic success, as well as providing a caring and supportive environment for students. We are keen to ensure that this is a happy school, where expectations are high, and students are challenged to achieve the best outcomes.

## Students joining Year 7

Caroline Chisholm School is an academy trust and West Northamptonshire Council coordinates our admissions. Our approach to admissions is founded upon three principles:

- **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 important 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 from the primary and secondary phase.

## Tutor Groups

All students are allocated a tutor group, in which they will spend 20 minutes each afternoon. For KS4&5 these sessions orientate around PSHE (Personal Social Health Education), where students complete tasks and activities that will aid in their personal development.



## The School Day

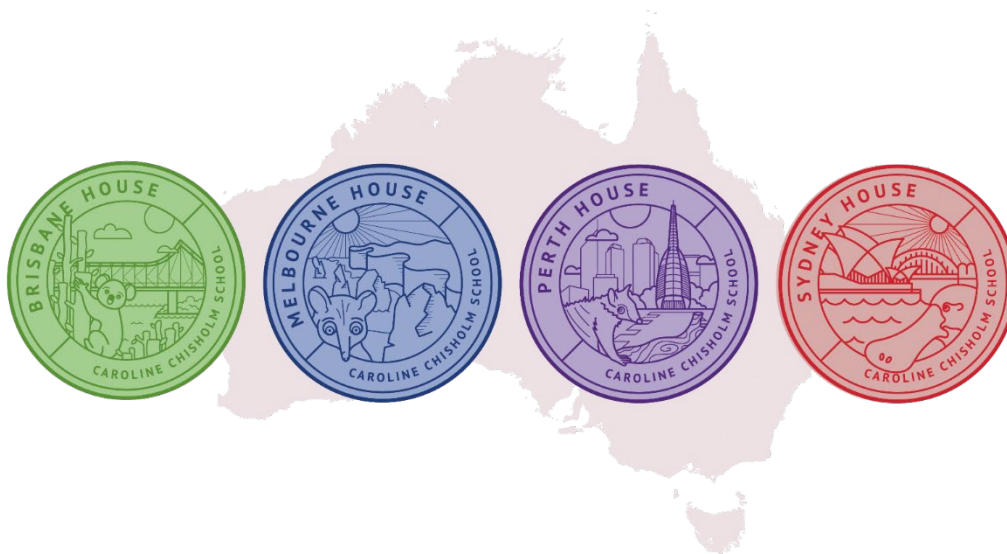
Students can arrive from 8.15 am onwards. We expect students to arrive at school before 8.40 am as school starts promptly at 8.45 am. The school day includes flexible lunchtime arrangements so that all students have time for a proper break with appropriate access to our dining facilities. Secondary phase timings of the school day are:

	08:45	09:15	09:45	10:15	10:45	11:10	11:40	12:10	12:40	12:55	13:25	13:55	14:25	14:55	15:15
KS3	Period 1		Period 2		Break (inc. Winbook drop-off/ collection)	Period 3		Lunch		Period 4		Period 5		Tutor time	
KS4	Period 1		Period 2			Period 3		Period 4A	Lunch		Period 4B	Period 5		Tutor time	
KS5		Period 1				Period 2			Lunch		Period 3			Tutor time	

## The House System

We embrace opportunities for cross phase learning and interaction between our three phases: primary, secondary and sixth form. Our house system is designed to embody the values and ethos of our school and is an integral part of our school community. We want students to be proud of their school and their house and work with peers of all ages. Our house system provides 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 of the classroom
- Fun and excitement through competition
- Opportunities for leadership
- An awareness of individual and collective responsibility



## Digital devices

Our digital device strategy allows teachers to plan more interactive lessons for students and increasingly enhances their online learning skills. We provide every student in Year 7-11 with access to a WinBook to use on a daily basis in school.

With many months of digital learning during lockdown, our students have become accustomed to and taken full advantage of their devices and they appreciate the key benefits to their learning. Each Year 7-11 student is also provided with their own locker to store and charge their device when it is not in use.





## Keeping in Touch with Parents and Carers

Information about your child's performance is reported electronically. We have one Parents' Evening per year group each year. We also hold information evenings for our parents to explain new courses or key changes to the curriculum throughout the year.

We want parents to feel in touch with the school. Parents have access to a round-the-clock database of students' timetables, curriculum overview, attendance, reports, homework, exams information and an on-line booking service for parents' evenings via Edulink One. Other communication systems include phone calls home, text messages and email services to parents.

At the point when students transition from primary to secondary education, our transitional arrangements are designed to ensure that all children become familiar with life in Key Stage 3 before the new school term starts.



## Facilities

Our school site is in an innovative modern building which is home to not only traditional teaching classrooms, but also an extensive Design & Technology department which includes a wood workshop, textile and state of the art cookery rooms, and an electronics studio, IT suites, a bespoke visual arts gallery, and Sixth Form centre with its own cafe.



## Pastoral Care

Your child's welfare is our priority. Their form tutor is the first point of contact for both parents and students and is responsible for helping with any problems or concerns, support, and personal development. They are available to answer any concerns, offer advice and will facilitate discussions with any other relevant members of staff.

The overall welfare of your child is monitored and overseen by our Progress Leaders who are responsible for monitoring academic progress. We understand that every child is different, and we believe in responding to emerging areas of need for each child as an individual.

# Curriculum

The curriculum at Caroline Chisholm school is rooted in our belief that every student is capable of achieving strong academic success while also developing ambition and confidence through carefully planned and challenging learning experiences.

We ensure that all students have equal access to a broad and balanced curriculum at Key Stage 3 which builds on their previous primary phase learning. We offer a wide range of options at Key Stage 4 and Key Stage 5. These give students the skills and aptitudes they require to be successful beyond school in their future careers. We believe that rich experiences are essential in giving students the ambition and confidence to be successful in their lives. Our curriculum is enriched through educational visits, inspirational speakers and extra-curricular activities for every year group, exploiting every opportunity to ensure that every student's educational experience is engaging, motivating and positive.

In Key Stage 3 all students study a curriculum that is based around a core of English, maths and science but also the humanities, technology, computing, languages, arts, physical education, music and drama and PSHE (Personal, Social and Health and Citizenship Education). With a large modern foreign languages faculty we are able to offer a choice of French, Spanish and German. At Key Stage 4 students have the chance to follow a range of additional subject choices such as child development, finance and business studies.

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.





# Enrichment

We believe that a good, well-rounded education shouldn't stop in the classroom. We have high expectations of students' progress, but also offer opportunities to provide a holistic approach to education.

## Attendance and Punctuality

Ensuring good, punctual attendance is key to success and is an essential work skill. Consequently, we expect a high level of attendance (above 97%) and punctuality from all students.

The school does not authorise any family holiday during term-time and if a child is absent through illness for an extended period, we may agree with parents to send work home.



## Careers guidance

We believe that it is vital that students gain knowledge and skills that prepare them for higher education and work life. At CCS, our students benefit from a work experience programme in Year 10 and we offer our Year 12 students independent advice and practical assistance in preparation for post-16 education or training.

## The benefits of an all-through school

Being an all-through school has so many incredible advantages for students, parents and staff, including:

- The school can work together across all phases to **track children's progress** from age 4 to 18.
- **Children staying settled**, creating long-lasting friendships and sense of community.
- Opportunities for staff to **share best practise**, working cross-phase to develop a built-on curriculum.



# High Performance Learning

At Caroline Chisholm School we adopt a High Performance Learning (HPL) approach throughout the entire school experience – in lessons, extra-curricular activities, form time and in home study tasks. HPL is a research-based, pedagogy-led philosophy developed by Professor Deborah Eyre. This approach sees all students as high performers who are not limited by ability, and this reflects our own ethos of “everyone, every lesson, every opportunity”.

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

We have made connections with schools across the globe and are looking to secure our position as a World Class School. A school where students gain the thinking skills and learning behaviours to equip them with the knowledge and independence to be global citizens, enterprising learners and advanced performers.



## Discover

We understand that experiences beyond the formal curriculum enhance students' learning and development. We are proud to offer our students the opportunity to travel which has included residential ski trips to Italy, and exchange visits to Spain, Germany and France. Students have also experienced travel further afield to Namibia and the USA. We also operate excursions to galleries in accordance with subject areas. Conversely, we also welcome a strong variety of external speakers and visitors to our school to enhance the students' experience.



## Connect

As part of their education journey, we aim to develop students' interpersonal skills by encouraging them to form positive and beneficial relationships with others. We do this by promoting participation in educational programmes and activities provided by our dedicated and enthusiastic staff at lunchtimes and after school. We offer a range of clubs and activities from music to technology, and theatre to sport.

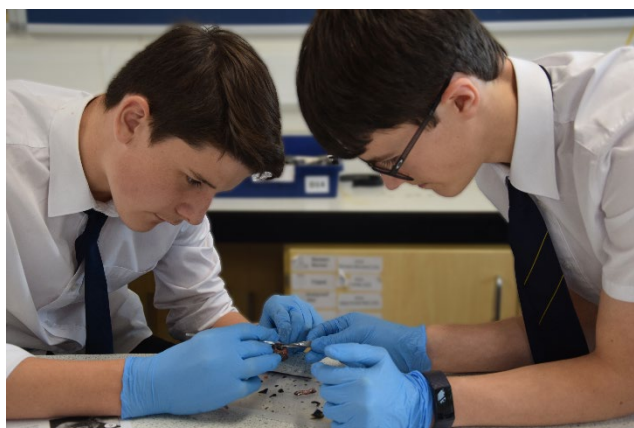
“Pupils are well supported for their next steps in education and training. Opportunities for extra-curricular activity are highly regarded. These include a wide range of sports, dance, drama and visual arts.”



- Ofsted report, 2020

## Leadership

Leadership is at the heart of our school, and we embrace this by encouraging our students to build their teamwork and organisational skills in a range of leadership activities and programmes, including Duke of Edinburgh, and extra-curricular HPL clubs. We believe students should have a voice and they are offered the opportunity to join our Student Council, who work together with staff in contributing to decision making within our school.







## Sports

We are very proud of our sporting achievements at CCS, which recently included both boys and girls U16 football teams claiming the title of County Champions; our boys' rugby team taking the County Plate; and a vast array of athletics wins and records. Our school boasts excellent sporting facilities, including a four-court sports hall, a gymnasium, eight tennis courts, six netball courts, full sized sand based astro field, two grass football pitches, two grass rugby pitches, a full-size grass athletics track, an all-weather cricket wicket and four outdoor cricket nets, as well as a fully equipped multi gym. An extensive range of extra-curricular sports clubs take place during lunchtime as well as after school. All of our students are encouraged to take up at least one club per term.

## STEAM

An extensive range of opportunities are offered in our science, technology, engineering, art and maths departments, through the use of extra-curricular clubs, programmes and projects. Our STEAM club, enables students to take part in a number of exciting experiments linking technology and maths as well as several coding, online security and gaming clubs. At present, we offer a Samsung Internet of Things project developing methods in which energy could be saved in schools. We have also placed additional emphasis on our female students with the purpose of exploring and engaging them within computing and technology.



## Performing Arts

Our performing arts department is equipped with a drama studio and several music rooms. In performing arts we offer a wide variety of extra-curricular activities; Musical Theatre Club, Key Stage 3 Drama club, Glee club, Senior Drama, Jazz band and Orchestra, all of which culminates in our annual school show. Previous shows have included, 'Our Day Out', 'School of Rock', 'Return to the Forbidden Planet', 'Bugs Malone', and 'We Will Rock You'.



# Uniform

We have high expectations of all our students, and we provide them with clear guidelines to follow. All students up to Year 11 must wear the appropriate school uniform. Further information can be obtained on our website.

Our expectation is that all students dress smartly for school.



## Girls

- Caroline Chisholm School blazer
- White revere collar blouse
- Conventionally cut black trousers or skirt
- Black school shoes
- Black socks
- Black tights

## Boys

- Caroline Chisholm School blazer
- Caroline Chisholm School tie
- White shirt
- Black trousers
- Black school shoes
- Black socks

## PE Uniform Requirements:

### Essentials

- Black & Gold CCS Logo Polo Shirt
- Black Shadow Stripe Shorts
- Black & Gold Socks
- Trainers with non-marking soles

### Warmer layers/ Optional extras

- Black & Gold CCS Logo Jacket Full Zip or ¼ Zip
- Black & Gold CCS Logo Track Pants
- Black CCS Logo Leggings
- Plain Black Skort (absolutely no branding or logos allowed)
- Football Boots (recommended for winter months when on the field)
- Base Layer to wear underneath their polo top (any colour)
- CCS logo'd hoodie (non-school logo'd hoodies are not acceptable)





# Home School Agreement

A student's best potential is achieved when home and school work together in a supportive partnership. Our home school agreement aims to encourage this vital partnership. As part of our relationship, we set out our expectations of each party central to your child's education.

## The school will:

- Provide a happy, caring and secure learning environment for all students
- 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 and innovative curriculum which meets the needs of all individuals
- Provide a varied and exciting programme of sport, music, drama and dance and educational visits
- Communicate regularly with parents, giving information about students' achievement and progress



## Parents will:

- Ensure their child's punctual arrival to school and regular attendance, taking all possible steps to ensure that school days are not missed
- Encourage their child to play a full and active part in school life
- Communicate promptly with the school with regards to well-being 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 responsibilities and home learning
- Address any concerns about the school or its policies directly with the school

## Students will:

- Treat all members of the school and local community with kindness, respect and honesty
- Have regular and punctual attendance
- Follow our school's behaviour and responsibilities code, wear correct school uniform and bring correct equipment
- Aim to achieve high standards and make the most of the opportunities offered at CCS
- Be responsible for taking good care of school's equipment, facilities and environment
- Be responsible and caring towards younger children at CCS



## Together we will:

Support the home school agreement and foster relationships based on mutual respect, courtesy and trust in pursuit of encouraging every student to reach their full potential.







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Principal: Mr David James

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

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