



Ambition Confidence Success  
Everyone Every Lesson Every Opportunity



Prospectus



# 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 that all students should be fully prepared for the next step in their educational journey and we recognise that this takes great commitment from all staff, students 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 a long and rewarding partnership with your family.

Yours sincerely

A stylized handwritten signature consisting of a large 'D' followed by a 'J' and a long horizontal line ending in an arrowhead.

**David James**  
Principal

A cursive handwritten signature that reads 'Katherine Patterson'.

**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, all staff and through the effective support and engagements of parents. We want this in every lesson and 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 in the local area from the ages of 4 to 19.

## Students joining the Reception Class for September 2020 (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 Northamptonshire County Council. This enables you to state three preferences for primary schools. Parents should apply for a place by visiting the County Council's website, [www.northamptonshire.gov.uk](http://www.northamptonshire.gov.uk) and going to the section on school admissions where there is an online application form to complete. If you have any difficulty with this, please contact the County Council's Admissions Team on 0300 126 1000. There is an additional information form that must be completed and returned to school, this can be found under the admissions section of our school website, along with the admissions criteria.

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 at the school are allocated in accordance with criteria published by Northamptonshire County Council in the booklet 'Applying for a Primary School Place in Northamptonshire for September 2020' which is available online via the County Council's website.

Pupils who are allocated a place in the Reception Year do not need to re-apply for a place in our secondary phase as they are already on our school roll and transition automatically into Year 7.

## 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 'Absence in Term Time' request form available on the school website.

## The School Day

|   |   |
|---|---|
| Registration  | 8:45 am   |
| <b>Sessions 1 &amp; 2</b><br>(including assemblies) | 8:55 – 10:45 am   |
| Morning break<br>(KS1 & KS2)                        | 10:45 am  |
| <b>Sessions 3 &amp; 4</b>                           | 11:05 – 12:20 pm (KS1)<br>11:05 – 12:35 pm (KS2)                |
| Lunch   | YR 11:45 – 1:00 pm<br>KS1 12:20 – 1:35 pm<br>KS2 12:35 -1:35 pm |
| <b>Sessions 5 &amp; 6</b>                           | YR 1:00 – 3:15 pm<br>KS1 1:20 – 3:15 pm<br>KS2 1:35 – 3:15 pm   |
| End of school day                                   | 3:15 pm   |
| Extra-curricular clubs and activities               | 3:30 pm   |

## School Organisation

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

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.



Registration is at 8.45 am but all children are welcome come into their classrooms from 8.35 am every morning.

## 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 8:00 am to 8:45 am in the school dining room and the After-School Club runs in the primary studio from 3:15 pm – 6:00 pm. They can be contacted on 01604 877509 or 07739 911464.

## Travelling to School



The school is in walking distance for most of our 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 limited cycle racks close to the primary building. We offer annual Bikeability courses for our Year 5 and 6 students to encourage safe and responsible cycling skills. There are a limited number of short stay car parking spaces available for parents who need to drop off and collect primary age children. However, the car park is primarily for the use of staff and visitors.

## 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 assistants and lunchtime support staff provide supervision and activities during the lunchtime period.



Hot, nutritious meals are freshly prepared and cooked on site by 'Catering Academy' and 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 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 while also developing ambition and confidence through carefully planned and challenging learning activities.

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 which 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.

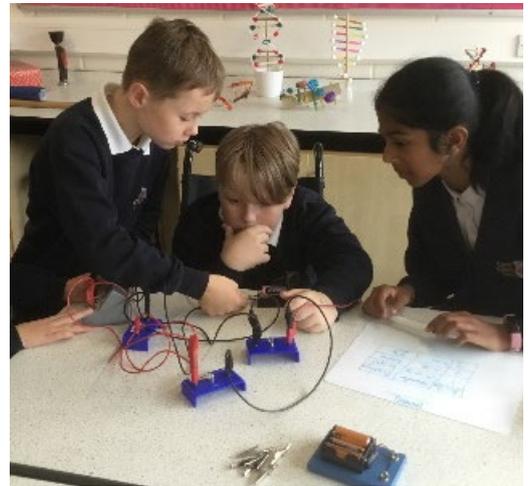
Children in the Reception Year follow the Early Years Foundation Stage Curriculum. In Key Stage 1 and Key Stage 2 all National Curriculum subjects are taught. Our thematic approach to the curriculum is designed to link individual subject disciplines which enables children to make connections and understand the bigger picture. Learning is carefully sequenced to ensure regular opportunities for practice and retrieval in order to lay down learning in their long-term memory on which students can successfully build on their future learning.

Parents are kept up to date and informed about their children's learning through our detailed, termly 'Curriculum Matters' newsletters, our 'Class Blogs' which keep parents in touch with each class's weekly learning and activities. These communications can be accessed via our school website.

Our whole 'School Matters' newsletter celebrates the wide range of achievements across each phase of our all-through school which is 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 which include science, technology, music and Spanish which builds confidence and progression in learning in preparation for transition to Year 7. Years 5 and 6 students 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 MFL specialist teachers.

## High Performance Learning

We adopt a High Performance Learning approach within lessons. 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 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.

## Our Values

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 we have chosen to support and complement our school vision and approach to High Performance Learning. It is our values which 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 CCS we value:

Kindness & Compassion   Respect & Gratitude   Wisdom & Honesty  
Equality & Fairness   Courage & Enterprise   Commitment & Determination



## 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.

# Curriculum Enrichment

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

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 France 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



In the summer of 2018 and 2019, CCS primary students' artwork was selected for display in The National Gallery in London following a submission by our extra-curricular 'Art Express' club to the annual 'Take One Picture' project. We are extremely proud to have exhibited our primary art work 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 and the best possible quality and 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 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 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 sweatshirt or cardigan with the school logo and a white polo shirt with the school logo. Boys wear grey trousers and girls should wear a grey pinafore dress, skirt or trousers. In the summer, girls may also choose to wear a navy blue and white checked dress and pupils may also choose smart grey tailored shorts to wear with the white polo shirt.

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 with a logo is also available and this provides a smart, warm and comfortable alternative to a coat in cool, dry weather. A shower proof jacket with the school logo is also available to wear over the fleece. Otherwise, please provide a coat in a practical and suitable style for school.

Hair styles must be sensible and appropriate for school with no un-natural 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.



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 wear a plain amber / yellow sweatshirt and 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 for cold weather and the school fleece can also be worn for extra warmth.

All kit must be contained in our own school navy drawstring bag only and clearly marked on the outside with your child's name. School logoed PE bags are available from the Primary Office. Children should not bring rucksacks or other bulky bags 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 all students 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 is designed to be relevant and understood by pupils from Reception to Year 6 and sets out the attitudes that we believe underpin the ethos of our school.

We expect children to be:

**S**ensitive to the needs of others by being kind, helpful and respectful at all times

**M**otivated by working hard and making the most of their time and opportunities at school

**A**ttentive by listening and concentrating when necessary

**R**esponsible by taking care of all property, equipment and the environment

**T**ruthful by being an honest and reliable member of the school community



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 of bullying behaviour. We work hard to tackle any incidence of bullying. Supported by our anti-bullying ambassadors, children understand their rights and responsibilities in relation to bullying behaviour 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 school website will have details of all forthcoming events and important dates. Regular updates are uploaded on the school website, so look out for the 'Curriculum Matters' newsletters and 'Class Blogs', and our 'School Matters' newsletters which are emailed to parents. We also communicate 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 'Student Phases' tab.

Information about your child's progress is reported through a series of parent consultations and via our secure online reporting site, Insight, for which parents receive 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 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:

- ✓ **S**ensitive to the needs of others by being kind, helpful and respectful at all times
- ✓ **M**otivated by working hard, and making the most of their time and opportunities at school
- ✓ **A**ttentive by listening and concentrating when necessary
- ✓ **R**esponsible by taking care of all property, equipment and the environment
- ✓ **T**ruthful by being an honest 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

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

| Year 1 Phonics Screening Check |          |            |          |            |          |
|--------------------------------|----------|------------|----------|------------|----------|
| 2016-2017                      |          | 2017-2018  |          | 2018-2019  |          |
| School                         | National | School     | National | School     | National |
| <b>95%</b>                     | 81%      | <b>95%</b> | 83%      | <b>92%</b> | 82%      |

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

| Key Stage 2 Results - Year 6 Age Related Expected Standard (National %)  |                     |                     |  |                     |                     |  |                     |                     |
|--|---------------------|---------------------|--|---------------------|---------------------|--|---------------------|---------------------|
| 2016 - 2017  |                     |                     | 2017-2018  |                     |                     | 2018-2019  |                     |                     |
| Re   | Wr                  | Ma                  | Re   | Wr                  | Ma                  | Re   | Wr                  | Ma                  |
| <b>97%</b><br>(71%)  | <b>87%</b><br>(76%) | <b>88%</b><br>(75%) | <b>90%</b><br>(75%)  | <b>98%</b><br>(78%) | <b>93%</b><br>(76%) | <b>90%</b><br>(75%)  | <b>92%</b><br>(78%) | <b>93%</b><br>(79%) |
| Higher Standard  |                     |                     | Higher Standard  |                     |                     | Higher Standard  |                     |                     |
| <b>33%</b><br>(24%)  | <b>35%</b><br>(18%) | <b>32%</b><br>(23%) | <b>43%</b><br>(24%)  | <b>35%</b><br>(18%) | <b>32%</b><br>(23%) | <b>42%</b><br>(28%)  | <b>42%</b><br>(20%) | <b>43%</b><br>(24%) |
| Reading, Writing & Maths<br>Combined Expected Standard<br><b>77%</b> (61%)   |                     |                     | Reading, Writing & Maths<br>Combined Expected Standard<br><b>87%</b> (64%) |                     |                     | Reading, Writing & Maths<br>Combined Expected Standard<br><b>83%</b> (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*



## Caroline Chisholm School

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

Tel: 01604 669210 Email: [primaryoffice@ccs.northants.sch.uk](mailto:primaryoffice@ccs.northants.sch.uk) Twitter: @CCS\_UK

Facebook: [CarolineChisholmSchool](https://www.facebook.com/CarolineChisholmSchool)

Website: [www.ccs.northants.sch.uk](http://www.ccs.northants.sch.uk)