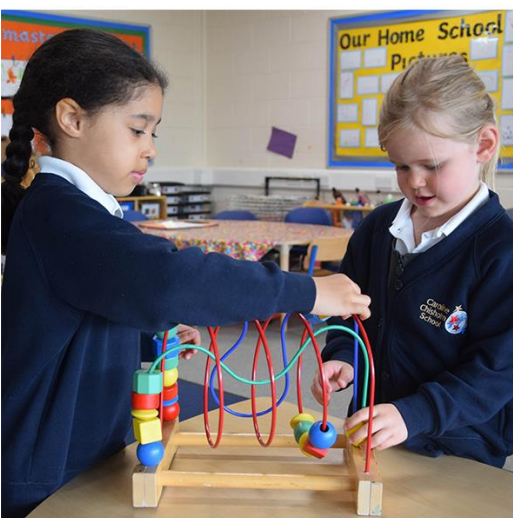




## Primary Phase Guide





# 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 an all-through 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 Ofsted rated '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



**Andy Fisher**  
Vice Principal

# Admissions to Primary Phase

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 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.



## Students joining Reception (4+ admissions)

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.

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: <https://www.ccs.northants.sch.uk/admissions>

## Students joining In-Year

In-year applications to our school should be made directly via the West Northamptonshire Council: <https://www.westnorthants.gov.uk/move-school-during-school-year-year>

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.

Parents are kept up to date and informed about their children's learning through our detailed, termly 'Primary Matters' newsletter, sharing details about what is happening across the primary phase of our school, which is sent home via email and available on our school website. Each year also has their own termly 'Curriculum Matters' newsletter, which can be accessed via Teams. 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.

## 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.







## 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 primary choir.

## 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 2021-22 and 2022-23.



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.

“ Being at an all through helps massively when transferring from primary to secondary. Having shared facilities and teachers makes the children very familiar with the secondary environment before they start. This gives the children much more confidence about moving up the school. ”

- Year 8 and 11 parent

“ 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, 2020

“ Buddy time and volunteering to support younger groups have positively impacted my little one, who can now socialise more with older people, apart from her siblings. [Being at an all-through school has been] very helpful in terms of drop off and pick ups, it has also enhanced a smooth transition from primary to secondary. ”

- Year 1, 7, 8 and 10 parent



# 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.

# 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.



# 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.



## 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:



## 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 – 11:50 pm
Lunch	11:50 – 12:50 pm
Sessions 5 & 6	12:50 – 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.

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](mailto:wooldale@brighthorizons.com).

## 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 school work.



# School Uniform

All children are expected to dress smartly for school. The children wear a navy school logoed sweatshirt or cardigan and a plain white polo shirt. 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 plain white 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 with a logo is also available and this provides 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, as well as a black unbranded ¼ zip fleece.

In Year 1 and 2, an additional pair of any black PE socks are highly recommended as normal socks get wet and muddy. In Year 3 - Year 6, pupils require a pair of navy and amber football-style socks. Year 1 - Year 6 may also wear a woolly hat and gloves in cold weather.

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.

**Jewellery must be removed for all PE lessons.**

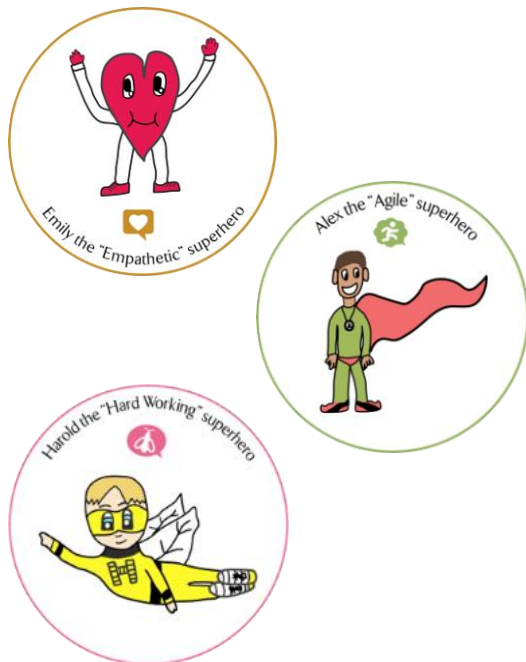
Parents are requested to name every item of their child's uniform.




# 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. Parents can view all achievement and behaviour points via their child's Edulink account.








## 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.





# Home School Agreement

A student's best potential is achieved when home and school, work together in a supportive partnership. Our home school agreement encourages 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
- Provide a loaned digital device for all students in the secondary phase



## 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
- Be responsible for any avoidable damage to the loaned device given to my child

## 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
- Be responsible for the loaned digital device and adhere to the CCS acceptable use policy.



## 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.





Caroline Chisholm School, The Wooldale Centre for Learning,  
Wootton Fields, Northampton, NN4 6TP

Principal Mr David James

Vice Principals: Mr Andrew Fisher, Mrs Elizabeth Husband and Mr Gary Wakefield

01604 344744

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



@CarolineChisholmSchool