



CALDEW
SCHOOL

PROSPECTUS



Where every student is
successful today and
prepared for tomorrow.
Aspire. Believe. Achieve.





Pupils including students in the sixth form, are proud to attend Caldew School. They feel well supported, happy and safe in this welcoming community. There are high level of trust and respect between pupils, students and staff.

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CALDEW
SCHOOL

Welcome to CALDEW SCHOOL



Dear Parents and Carers,

I want to wish you a warm welcome to Caldew School.

It is always an honour to meet new parents and students each September. Choosing the right secondary school can be a daunting task, but we're here to nurture their journey, to provide them with a holistic approach to education and to help them aspire, believe and achieve.

As the Headteacher, it is my duty to give you confidence in your secondary school decision and in that sense, I want to share how Caldew makes every student successful today and prepared for tomorrow.

We want you to feel confident that our school is a community where everyone is valued, where we celebrate achievements together, support each other through challenges and are always looking for ways to develop and improve. We believe our high teaching standards, quality of staff and inspiring environment can give every child the opportunities they need to succeed.

Over the years, Caldew School has established an enviable reputation, with our rich history and strong values. Our students are encouraged to be ambitious, believe in their abilities and persevere through challenges. We are a school where students of all abilities can flourish in their own way, whether they go on to practical apprenticeships or embark on university courses.

We ensure all talented and academically gifted children are nurtured in a way to expand their horizons and offer a wide range of opportunities to raise their aspirations. We follow a traditional curriculum where students regularly achieve the high levels of attainment, with many progressing to the most prestigious universities.

I believe that the quality of our staff is the cornerstone to success at Caldew. Together, we are dedicated to creating a supportive, inclusive and aspirational environment for every student.

Ms Vicki Jackson
Headteacher

We have a shared commitment to providing excellence in education and understand that every child deserves support in all areas of their personal development, including extra-curricular experiences, as well as their health and mental wellbeing. This holistic approach helps them grow in confidence, and develop the aspiration and resilience needed to reach their full academic and personal potential.

We are a vibrant community, well resourced to meet the demands of the technological age, and we get to know our students on an individual level. Learning is tailored to ensure every child is successful and ready for life in the classroom and beyond. We inspire our students to be ambitious, courageous and to aim high; to be the best they can be, to always keep trying, to enjoy a challenge and to never give up.

We believe that working in partnership with parents is vital in ensuring children achieve their potential. We work closely with you throughout your child's journey in secondary education, nurturing their aspirations and rewarding achievements. We believe that education is a group effort between parents, staff and students, to understand your child's needs and unlock their full potential.

Academic excellence is important for us. We equip each student with the qualifications and skills they need to enter the working world, allow them to develop their chosen careers through work experience and extra-curricular activities, and give them the confidence to become the leaders of tomorrow.

No matter what route they take, in whatever field they choose, we are there to nurture this journey from day one.

I hope this prospectus gives you a taste of the unique qualities of our school and I encourage all parents and carers, and prospective students, to visit us in person and see what makes us different.



OUR SCHOOL

A PROUD HISTORY

Established over 60 years ago, Caldew School has earned an esteemed reputation as an educational institution where all abilities excel.

Many local families have close ties to the school, with some students being second- or even third-generation to attend. They are joined by students from families new to the community, and all are equally valued.

Our Alumni highlight the wide range of careers our students go on to pursue. This is proudly reflected in our Famous Fifty display, which showcases just how varied our achievements can be, from local entrepreneurs in building and transportation, to lawyers, teachers, doctors and internationally renowned poets and professors. We are continually striving for excellence, highlighting to our current students the heights they should be aiming for.

Each generation, indeed each year group, individual student and member of staff, adds something new to the rich tapestry that makes Caldew what it is today. We are proud of our past achievements and use them to inspire the future we are determined to shape through ambition, innovation and a continued commitment to excellence.

THE SCHOOL TODAY

Caldew School caters for around 1,000 young people aged 11-18 years, of whom around 150 are in full-time post-16 education in the school's flourishing Sixth Form. Our size allows us to offer a wide range of courses to match learners' strengths and interests, while still being small enough to get to know each student and support them as unique, confident individuals.

Our community consists of a rich and diverse mix of young people from those in our traditional rural catchment to the west and south of Carlisle, to those who live in the southern fringe of the city. Visitors to our school always comment on the politeness and purposeful atmosphere that prevails both in lessons and social times. We are a harmonious community where we challenge each other constantly to improve.

We take pride in how students across the full ability range are integrated into our community. This includes a small number of students with profound autism who are supported by our strategic resourced ASC provision and benefit from our purpose-built centre on the school site.

We are also excited to be part of an extraordinary partnership with the Story Group of companies, which has provided a transformative boost to the education of our students. The Story Group has generously pledged £10 million over the next decade as part of an ambitious plan to maximise the potential of our students' education and enhance achievement and aspiration across the entire school community.

This funding unlocks opportunities that would otherwise be out of reach, enabling us to offer a wider range of educational experiences and support that will make a lasting difference to our students' futures. This partnership is about more than just financial investment; it's about creating life-changing opportunities.

With the aid of the Story Group we are able to offer our students access to first-class enrichment programmes, tailored academic support, and pathways to top universities and high-quality degree-level apprenticeships.

For our more able learners, this will ensure they are given the academic challenges, resources and mentorship needed to realise their full potential, alongside opportunities in performing arts, sport, and leadership.

ACHIEVEMENT

At Caldew, our school's core purpose is clear: to develop young adults who will thrive in their futures and meaningfully contribute to the success of our local economy and community – intelligent, capable and enthusiastic adults ready to take on their career of choice.

To do this, every student must be given the opportunity to achieve their full potential, both academically and emotionally. This is our ultimate goal, and we make no excuse for having high expectations of all our students. We provide them with the guidance, support, and challenge necessary to facilitate this. Everything that happens in the school is dedicated to aiding the academic journey of the students so that they all can find the success they aim for.

Our overall results at both GCSE and A-Level have improved in the last six years. While we reflect on these with satisfaction, we are also determined to push further, maintaining this upward trajectory so that every student continues to achieve beyond their own aspirations.

That is what Achievement means to us and we work tirelessly to deliver it for all our students, regardless of ability. We're here to lead them into academic excellence and nurture their journey through opportunities and support. No matter what route they take, in whatever field they choose, we're there to nurture this journey from day one.

COMMUNICATION

We believe the partnership between school and home is vital in supporting students through their educational journey at Caldew. With that in mind, we use a variety of communication tools to help replicate the familiar school gate conversations many parents are used to having with primary school staff.

We keep our website up to date with the latest information about the school. Our social media platforms showcase the various student activities, achievements and events, while regular Headteacher bulletins offer insight into the wider work of the school.

On a more personal level, every student receives at least two short interim progress reports per year, in addition to a full written report. We hold two parents' evenings annually for each student, giving families the chance to discuss progress in detail.

At the start of the school year, parents meet their child's tutor, and later in the year, they have the opportunity to speak directly with subject teachers.

Parents are given secure online access to the latest information about their child's attendance, achievement and behaviour. A text messaging system is also in place to help keep parents informed of any upcoming or unexpected events.



Staff have high expectations for pupils' and students' behaviour and learning. Pupils and students behave well in lessons and around the school site. They are polite to each other and look out for others in the school.

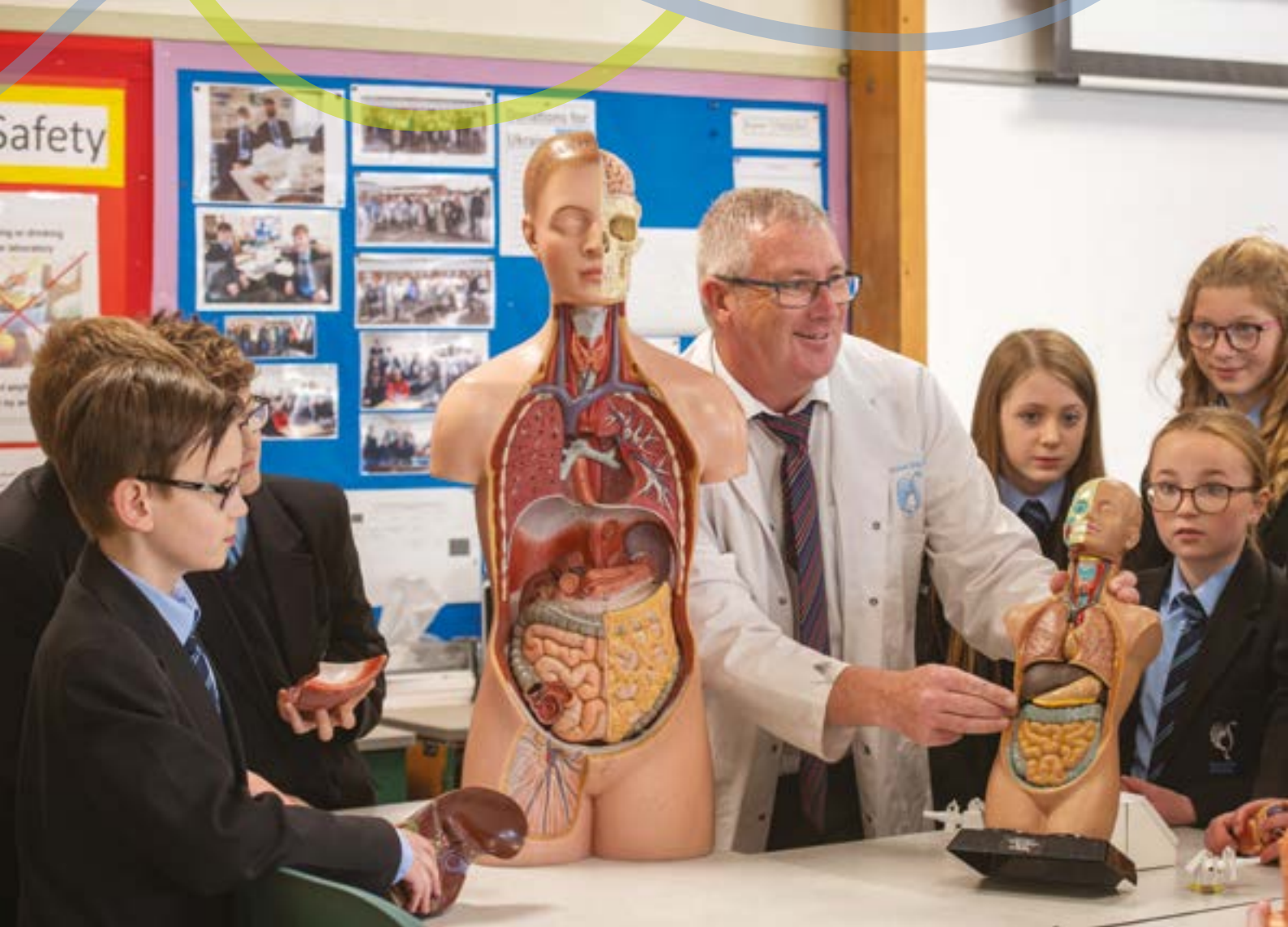
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Leaders have created a welcoming and supportive environment at this school. Pupils and students achieve well in their learning. They are well prepared for their next steps in education, employment and training.

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CURRICULUM KEY STAGE 3

We know that the transition from a small primary school to a secondary school of this size can be a daunting prospect. We have close working relationships with local primary schools and take every opportunity to enable students to visit us or work in their own schools with our teachers to ensure that they feel secure and in familiar surroundings when they come to Caldew. The purpose of this is to ensure that all students make a flying start to their time here.

It is incumbent on us to make sure we build swiftly upon the work done by our excellent primary schools. Our teaching staff visit primary schools regularly to exchange information about both the curriculum and standards. It is this joint working that allows us to focus on every student's needs as soon as they have made the transfer to us.

All students are taught the National Curriculum subjects, though as an Academy, many subjects will teach the skills needed to achieve the relevant levels based on their own version of the curriculum.

Students follow a broad curriculum consisting of:

- Maths (setted)
- English (setted)
- Science (setted)
- Geography (setted)
- History (setted)
- Art
- Drama
- Technology
- Learning for Life
- Religion, Philosophy and Ethics
- Music
- Spanish (setted)
- PE
- ICT

KEY STAGE 4

In Years 10 and 11, there is greater flexibility to allow for some personalisation in readiness for key choices ahead. We believe in the majority of students following traditional GCSE courses, though we offer some vocational courses for students who may find them more engaging.

All students will study for GCSEs in:

- English Language
- English Literature
- Maths
- Triple or Double Science

EXTRA SKILLS

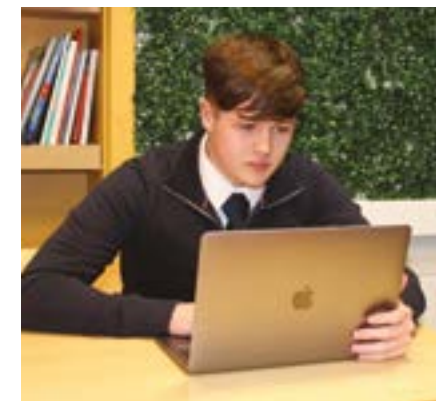
Students will also have a lesson in Citizenship, where they learn about a range of issues that they need to understand for life after school. It covers both practical skills for life and religion, moral and social development.

In current year groups, over 60% of students will choose to take the combination of GCSE courses that qualify them for the English Baccalaureate.

All students will have regular timetabled PE to promote a healthy and active lifestyle. The remainder of the curriculum consists of four optional subjects, which students choose at the end of Year 9.

The courses they choose from are:

- Animal Care
- Art
- Business Studies
- Child Development
- Computing
- Drama
- Food and Nutrition
- Geography
- Health and Social Care
- History
- Media
- Music
- PE
- Philosophy and Ethics
- Photography
- Product Design
- Psychology
- Spanish
- Sports Studies
- ICT



There is a strong culture of safeguarding in place, with clear systems to record any concerns. Leaders keep safeguarding relevant to all members of the school community through regular updates, training, alerts and reminders.

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Students' outcomes are good. A significant proportion of students typically attain the highest grades, including at A* to B, at A Level

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Pupils and Students value the wide range of opportunities that they are offered. They benefit from working with pupils and students across all year groups on musical performances and shows, and in the wide range of clubs available across the school.

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CURRICULUM

SIXTH FORM

At Caldew, we expect most of our students to be with us from Year 7 right through to Year 13. This is why we've heavily invested in a new Sixth Form area for the upcoming academic year.

In Years 12 and 13, most students continue to study for Advanced-level qualifications. We offer a wide range of traditional, academic and vocational subjects to inspire and elevate our students, readying them for a successful life after school.

Caldew School has an extensive offer, with over 20 A-Levels to choose from as well as a small selection of Applied Courses.

Our students are role models in school. They take part in The Duke of Edinburgh Award, volunteering and charity work, mentoring younger students and running extra-curricular activities. Students also gain valuable experience through work placements, including the Dream Placement Scheme, and attend visits to prospective universities.

At the heart of our Sixth Form, culture is a commitment to fostering an environment where every student feels empowered, respected, and inspired to achieve their full potential.

We aim to cultivate a mature, inclusive, and aspirational community that prepares young people to thrive as confident, responsible citizens in the wider world.

Our students achieve excellent outcomes and the majority go on to study at university after Sixth Form, with many joining Russell Group Universities or Oxbridge, as well as Higher-Level Degree Apprenticeships.

ELEVATE

As students enter Sixth Form, they embark on an exciting and transformative stage of their education. The Elevate Programme provides opportunities for students to personalise their learning experience, tailoring it to their future goals while complementing their A-Level studies.

In addition to their academic courses, students will choose from a variety of Elevate modules, designed to expand their skills and prepare them for the challenges and opportunities ahead.

Sixth Form is a step up from Key Stage 4, offering a university-style learning environment where students can engage in a range of activities beyond their A-Level subjects. Building on the skills and knowledge gained during Key Stages 3 and 4, students will consolidate and develop their leadership, critical thinking, and global awareness.

The Elevate Programme ensures that they continue to grow as confident, independent learners, ready to succeed both academically and personally. Students are empowered to excel in their studies and prepare for the next steps in their education and careers.

EMPOWERING THE NEXT GENERATION

Our Sixth Form students benefit from our partnership with the Story Group. This £10 million investment plan enables our most ambitious learners to access personalised academic support, advanced enrichment programmes, and experiences that broaden horizons and strengthen university and career applications.

Whatever path they choose to pursue, students in Years 12 and 13 are equipped with the tools, guidance and opportunities they need to excel.

SUPPORT AND MENTORING

At Caldew, we prioritise a warm, welcoming ethos where students are well cared for, while being guided with their academic work. We want every child to reach their full potential both emotionally and academically, and offer a diverse range of support to achieve this.

Each student is allocated to a personal tutor who meets them daily and serves as a mentor throughout their school career to ensure everyone is successful. The personal tutor provides a constant link throughout their time at Caldew, enabling both the student and their parents to build mutually supportive relationships with a key member of staff.

Our Pastoral system is organised in year groups, allowing students to be supported with age-appropriate guidance to their stage of education. Each year group is then led by their Head of Year.

There is a genuine commitment to help students value their successes and take pride in their achievements. At Caldew School, every child really does matter.

The school does not tolerate bullying and operates an effective anti-bullying policy.

We expect high standards of behaviour, which go hand-in-hand with good manners and politeness. It is by respecting each other that we can individually bring out the best in ourselves. It is upon this ethos that the school community is based.

VALUES

Caldew School is a non-denominational school. However, we do cherish the values of charity, tolerance and service and the virtues of integrity, honesty and humility which characterise all religious faiths.

We try to instil in our students an appreciation of their self-worth which requires them to adopt high moral standards. We encourage them to address the deeper questions of their purpose in life and to feel a sense of wonder at their place in the natural world.

THE CALDEW WAY IS TO.....

- **Aspire** – Be ambitious and aim high to be the best you can be.
- **Respect** – Respect everyone's opinions, listening to others and take into account other people's feelings.
- **Tolerance** – be willing to accept the beliefs and ideas of others that are different to your own
- **Safety** – Make sure everyone is safe.
- **Community** – Be proud to be a member of our community where individuals matter and work together as a team.
- **Happy** – Create a positive environment where we can all enjoy school.
- **Resilient** – Keep trying, enjoy a challenge and don't give up.

These values have been chosen by the whole school community to represent the characteristics that are important for all of us to develop.



Pupils and students contribute well to their community and take opportunities to raise money for local and national charities.

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EXTRA CURRICULAR ACTIVITIES

Students enjoy the school catering - in fact it came top in a poll of Young People's views! All are welcome to use the breakfast bar before school begins, where a wide range of hot and cold healthy, wholesome food is available.

Students are encouraged to participate in the full range of activities outside the classroom to enhance their wider development. The rich list of activities available includes involvement in drama productions, musical performances, sports clubs, art, technology and dance.

We are very fortunate to have the facilities and dedicated staff to support these opportunities. These are only a selection of the wide and varied lunchtime and after-school activities throughout the academic year.

ELITE SPORTS PROGRAMME

As part of our continued development as a Centre of Educational Excellence, Caldew School has launched an Elite Sports Programme, supported by investment from the Story Group. This initiative provides our most talented athletes with access to specialist coaching, advanced training opportunities, and expert mentoring.

Internationally recognised coaches work alongside students to develop their skills, fitness, and confidence both in and beyond PE lessons. The programme aims to inspire sporting ambition and support students in achieving excellence, whether competing locally or aspiring to national and professional levels.

This enhanced offer reflects our belief in nurturing talent and promoting high achievement in all areas of school life.

WIDER LIFE OF THE SCHOOL

Activities outside of the classroom play an important role in the culture of Caldew School. We believe that education is not just about academic success, but about shaping confident, well-rounded individuals ready to thrive in the wider world.

We offer a rich and varied programme of trips, visits, and extra-curricular activities that bring learning to life and create meaningful, lasting experiences for students. From theatre trips and museum visits to outdoor adventures, university tours, and international excursions, our students are encouraged to explore, discover and grow.

These opportunities help broaden horizons, develop independence, and foster social skills, resilience, and teamwork. Work experience placements also allow students to explore career paths, gain valuable insights, and build practical skills for the future.

Students are supported to challenge themselves, try new experiences, and build confidence in a safe and structured environment at every step.

Through clubs, sports, competitions, leadership opportunities, volunteering, and charity work, students can pursue their interests and talents beyond the curriculum. This wider life of the school helps every learner to grow as an individual, develop a strong sense of community, and leave Caldew prepared for success in all aspects of life.

SPORT

We believe that a healthy body makes a healthy mind. As such, a wide range of sporting activities is on offer using our extensive facilities. All students are encouraged to participate, with the aim of developing a positive approach towards a healthy and active lifestyle through enjoyment or competition.

In addition to general Physical Education lessons in both Key Stage 3 and 4, we offer the opportunity to take GCSE, BTEC and Advanced courses in PE.

- Athletics
- Netball
- Badminton
- Cricket
- Rugby
- Basketball
- Trampolining
- Rounders
- Cross Country Running
- Football (Boys and Girls)
- Gymnastics
- Tennis
- Hockey
- Volleyball

A significant number of our students will achieve sports leader qualifications, using them to help organise primary school events, amongst other things. Growing numbers of students are also receiving accreditation for specific sports coaching skills.

There are many opportunities to take part in both recreational and competitive sports, to develop skills from an elementary to an elite level.



FACILITIES

We believe students deserve a high-quality learning environment, and have invested significantly to enhance our facilities. Recent developments include a dedicated dining area, hall and performance space, drama studio, fitness suite, and upgraded music facilities with practice rooms and a recording studio.

Our artificial sports pitches and wider sporting facilities are used by the school and our wider community.

We are constantly striving to improve student access to the latest technology, and have upgraded our ICT infrastructure with state-of-the-art fibre optic connections for a full wired and wireless network throughout the school. Numerous laptops and handheld devices are also available around the premises, enabling flexible and accessible learning in all areas of the school.

All students benefit from dedicated e-portfolios, email and storage space to produce high-quality work using cutting-edge devices and software.

CAREERS EDUCATION INFORMATION ADVICE AND GUIDANCE

Caldew is committed to delivering high-quality Careers Education Information Advice and Guidance (CEIAG), which is personalised and impartial, to all of its students.

We recognise how important it is for our students to receive effective, tailored careers support to help them make informed choices about their future. Our bespoke advice and guidance prepares students for progression into further and higher education, apprenticeships or traineeships.

We work hard to ensure our students are enterprising, self-confident, and resilient, while also receiving a well-rounded education that enables them to achieve their career goals.

Caldew is fortunate to have strong links with a wide range of further and higher education providers, as well as local businesses. These partnerships enrich our careers programme through Work Ready Days, interview preparation, workshops, and work experience opportunities.

We also offer extra-curricular opportunities that support career development, including the Duke of Edinburgh Award. All students are encouraged to participate in voluntary and charitable work to develop valuable employability skills and enhance their career prospects.



“Pupils who attend the specially resourced autism provision are include in all aspects of school life and are well supported. These pupils also achieve well.

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ADMISSIONS ARRANGEMENTS

Caldew School is a Converter Academy and is a mixed comprehensive school. It is committed to serving the community and all its young people between the ages of 11 - 18. Our admissions policy is designed to realise this ambition. All students are, therefore, admitted at the age of 11 without reference to ability or aptitude.

Caldew School has a sixth form and will accept students over 16 on the basis that appropriate courses at an appropriate level are available and commensurate with a student's learning and qualifications to date. (The specific admissions arrangements for the sixth form are available from the school).

ADMISSIONS NUMBER

The school's Published Admission Number is normally 174. This is the maximum number of children who will be admitted to the Year 7 intake group.

ADMISSIONS PROCESS

Applications should be submitted using form SA3 which is issued by the LA. Form SA3 and more information about the application process are contained in the parental information pack published for parents by the LA.

THE RIGHT OF APPEAL

Any parent whose child is not offered a place has a right of appeal to an Independent Appeal Panel. The panel is entirely independent of the Governing Body. Any parent wishing to appeal should contact the Clerk to the Governors in writing at the school address. This should be done within 20 school days of notification that an application for admission has been unsuccessful.

THE ADMISSIONS POLICY

Where applications for admission exceed the number of places available, the following criteria will be applied, in the order set out below, to decide which children to admit:

1. 'Looked after children' or children who have previously been looked after but immediately after being looked after became subject to an adoption, residence, or special guardianship order.
2. Children living in the catchment area who have a brother or sister attending the school at the time of their admission.
3. Other children living in the catchment area, giving priority to those living closest to the school measured by the shortest travelling route by road.
4. Children living outside the catchment area who have a brother or sister attending the school at the time of their admission.
5. Children of a member of staff who has been employed at the school for two or more years when the application for admission is made, or where they have been recruited to fill a demonstrable skill shortage.
6. Children living outside the catchment area but attending a Caldew School catchment area primary school, giving priority to those children who live closest to the catchment area boundary, measured by a straight line on the map.
7. Children living outside the catchment area, giving priority to those children who live closest to the catchment area boundary, measured by a straight line on the map.

Note 1: Governors have a statutory duty to admit any student with a statement of special educational needs which specifically names Caldew as the school determined by the LA to meet the student's identified needs. This criterion does not apply to a statement which indicates that a mainstream school of parental choice is appropriate, when the other criteria will apply in the given order.

Note 2: If it is necessary to prioritise in categories 2 or 4, priority will be given to those children with the youngest siblings. Brothers and sisters are those living at the same address and includes step and foster children.

Note 3: A 'looked after child' is a child who (a) in the care of the local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions as defined in Section 22(1) of the Children Act 1989.

Note 4: A map of the school catchment area is available from the school or the LA.



WAITING LISTS

Following the allocation of places in the Year 7 intake the governors will, in mid / late April, re-allocate any places which become available as a result of parents not wishing to take up their offer.

The school will then operate a waiting list until the end of the autumn term 2026. In the main allocation process, once places have been allocated, children refused a place will continue to be considered for any vacancies which become available. The admissions policy will be applied to all outstanding applicants, including any late ones, to determine priority for the allocation of any vacancies. Once the autumn term has started, if parents wish their child to be considered for any vacancies, they should contact the school early in September to place their child's name on a waiting list. From 1st September 2026, only children on the waiting list will be considered for any vacancies.

The above is the process for the normal admissions round. Parents can at any time ask for their child's name to be placed on the waiting list for other year groups. Vacancies will always be allocated by applying the admissions policy and length of time on the waiting list will not be a consideration. A student will be kept on a waiting list for 6 weeks, after which they shall be removed and a new application to the school will need to be made.



FREE SCHOOL MEALS

If you think that your child may be entitled to a free school meal, please contact the school; or contact Children and Families Information Service direct on 01228 606060; or visit the Cumberland Council website at www.cumberland.gov.uk and follow the links to School and Education. You will find an on-line application form to use if you meet the eligibility criteria. Please do not hesitate to take advantage of this provision which is now handled anonymously through our cashless catering system.



UNIFORM REGULATIONS

SCHOOL UNIFORM	
Blue shirt	It must have a top button and not be open-necked. Ties are expected to be done up fully with the top button fastened. Polo shirts are not acceptable.
Black trousers or skirt	Trousers should not be heavy cotton or jean-like in appearance, they also should have no visible branding (e.g. Berghaus/Nike etc.) Skirts must be at least knee length.
Dark socks or black tights	Fluorescent colours are not permitted.
Caldew tie	
Caldew jacket or blazer	This is compulsory. Non-Caldew jackets/coats must not be worn on the school premises.
Caldew jumper	This is optional and must have the Caldew crest on it.
Black shoes	These should be proper school shoes (polishable). Shoes should not have any visible logos or flashes of colour. No boots or trainers of any kind or colour are allowed.
Hair	Hair should be clean and in a style acceptable to the ethos of the school. Students should not have patterns or logos shaved into their hair, also it should not be of a colour which could be described as non-conventional. Hair accessories should be discreet.
Important additional info	Make up/jewellery-No false nails or coloured nail varnish, or nail decorations to be worn. One stud earring per ear lobe. If students have their nose pierced then a small flat stud can be worn (these must be removed for PE lessons) - No other piercings. No jewellery – including bracelets, rings, necklaces etc.
PE KIT	
Girls	Compulsory - navy/light blue hoody, navy/light blue polo shirt (fitted or regular), navy court skort or centre short (girls can purchase longer boys shorts if they prefer), light blue socks. Optional – navy cuffed tracksuit bottoms.
Boys	Compulsory - Navy/light blue reversible rugby top, navy light blue regular polo shirt, navy/light blue action short, navy football socks. Optional – navy cuffed tracksuit bottoms.

All the above items can be purchased online from Price and Buckland www.pbuniform-online.co.uk/caldew.

We also offer a second hand uniform shop in school with items starting from £1. All uniform is freshly laundered and proceeds go to the PTA that provide “extras” for the students.

LEARNING FOR LIFE

All students have one lesson per week of Learning for Life. The curriculum in this subject has been designed to teach students about important life issues. It includes key themes such as Citizenship, careers, relationships and sex education, personal development, health and life choices.



RELIGION, PHILOSOPHY AND ETHICS

The Department for Religion, Philosophy and Ethics (RPE) challenges pupils to reflect on questions about life’s ultimate meaning and purpose. Pupils are encouraged to reflect on different religions, beliefs, values and traditions. They are also encouraged to explore their own unique beliefs and values, and they are given space to express them.

Religion, Philosophy and Ethics covers the ‘Religious Education’ components necessary to meet the legal requirements: the Cumbria Agreed Syllabus for Religious Education is adhered to, as are the non-statutory requirements of the national curriculum.

In addition to the study of different religious beliefs and practices, a large part of the subject is devoted to exploring contemporary ethical and philosophical debates, many of which have become increasingly prominent due to advances in technology, political, and social change. The study of these topics aims to promote critical thinking and advocacy and help students to navigate the modern landscape of instantly accessible information of all kinds.

The Course in Key Stage 3 covers philosophical and ethical issues examining the nature of belief, the relationship between beliefs and actions, and a reflective exploration of values. A full course GCSE in Philosophy and Ethics is run for those choosing it as an option.

Parents have the statutory right to withdraw their children from RPE lessons and the school is able to make alternative arrangements to ensure that they are supervised. However, we are strongly committed to RPE as a central aspect of each person’s educational entitlement, and therefore strongly encourage children of all faith and belief backgrounds to participate. If parents wish to consider exercising the right to withdraw their child from RPE, we ask them to write to the Headteacher and to discuss the matter before a decision is made.

“

An effective programme of personal development has been created for pupils in key stages 3 and 4. This prepares pupils well for their future, giving them opportunities to have important discussions about healthy relationships, social and moral issues

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GOVERNORS' STATEMENT ON DRUGS

The school has a full policy on drugs and other misuse of substances which may be viewed at school. The Governors have included the following statement in the policy:

The Governors strongly support the firm line that is taken by the School on drugs and view any incident involving drugs extremely seriously.

They believe every opportunity should be taken to discourage students from using drugs such as through the Learning for Life (RSHE) lessons and through school assemblies when appropriate. Legal and Illegal drugs education is delivered in Learning for Life lessons from Years 7-11.

It has been made clear to parents that the school does everything it can to deter students from experimenting with drugs. The very worrying increase in drug taking in Cumbria over the past years has caused us to take the matter extremely seriously and we will support the school to the full in this matter.



RELATIONSHIP, HEALTH AND SEX EDUCATION

The overall aim of the health and sex education programme is to support the personal and social development of each pupil and to promote a positive attitude to healthy lifestyles and awareness of health issues. The school policy states that pupils must be taught and prepared for adult life in a positive, mature environment, if they are to make and follow informed decisions. It also seeks to ensure that sex education conforms with current legal requirements. Outlined in the statutory RSHE guidance.

The specific aims of the sex education programme are to:

- Provide accurate and up-to-date information to pupils regarding sexual relationships
- Encourage pupils to develop sensitive and informed attitudes, beliefs and values regarding their and other people's approach to sexual relationships
- Develop practical skills, such as decision making, with regard to sexual relationships

Sex education is taught as part of the Learning for Life programme throughout Key Stages 3 and 4 and in Science lessons in Year 7.

The following topics are included:

- Self esteem and self worth
- Relationships - friendships, bullying, pressures, gender
- Puberty and adolescence - menstruation, physical and emotional changes
- Love
- Contraception as a way of preventing pregnancy
- Sexually transmitted diseases - HIV/AIDS
- Relationships including marriage and parenthood

Parents have the statutory right to withdraw their children from sex education lessons and the school is able to make alternative arrangements to ensure that they are supervised. However, we are committed to sex education as a central aspect of each person's educational entitlement and therefore strongly encourage all children to participate. If parents wish to consider exercising the right to withdraw their child from sex education, we ask them to write to the Headteacher and to discuss the matter before a decision is made.

In the wider Learning for Life programme topics also include:

- Health Education
- Citizenship
- Careers Education and Guidance
- Work Related Learning
- Enterprise Education
- Personal Wellbeing
- Economic Wellbeing

A more detailed programme is contained within the school's schemes of work which may be viewed at school.

INSURANCE

The school has a comprehensive insurance policy with Zurich Municipal which includes Personal Accident cover for pupils on the school premises.

The policy also covers Personal Accident within the school journey section.

A separate daily charge is made of 15p per pupil (UK) and 30p (Europe).

This is included in the contribution to the cost of the trip.

Details of the policy can be obtained from the Business Manager at school.

We cannot insure personal belongings. We advise parents to take out their own insurance for such items. We ask pupils not to bring valuable items into school in case they are lost or damaged. Such items are brought into the school at the owner's own risk.

COMPLAINTS

We hope that you will have no cause to complain during your child's time at Caldew School, but we appreciate that at times you may wish to register a concern.

In most cases the way to do this is by phoning or emailing the school. Depending on your query, you will be put in touch with the most appropriate person to deal with it. In general the Headteacher deals with complaints on behalf of the school governors. Should you have a complaint about the Headteacher or how she has responded to an approach you have made then it is appropriate to get in touch with the Governing Body through its Clerk who can be contacted at the school. Complaints should not be brought up with individual members of the Governing Body unless they have previously been aired with the Headteacher.

A copy of the full complaints policy is available through the Clerk to the Governors at school or from the school web-site.

INSTRUMENTAL TUITION

The school is able to provide tuition in musical instruments through the Cumbria Music Service and external providers during school time. Charges are made on a termly basis. These charges are used to contribute to the full cost of the service which is always much higher than the income received. Consideration can be given to reducing this charge in cases of hardship but funds for this purpose are limited.

CHARGING POLICY

Educational visits and school trips, whether they take place over one day or several days, are supported by voluntary contributions from parents. Where the visit is part of a teaching programme, the school operates a hardship fund which can be used to support pupils who would otherwise not be able to pay a full voluntary contribution.

Charges are made at cost for some materials in design and technology and food technology when parents have agreed in advance to own the finished product.

All Year 7 pupils are offered the opportunity of paying to rent a school locker in which to keep their books or other small items (currently this is £15 for the 5 year period they are in years 7-11). The school uses the proceeds generated solely to maintain existing lockers and to purchase new lockers as required.

The school funds public examination entries, including re-sits, in all reasonable circumstances. However, we will seek to recover from parents the full cost of an examination entry if a pupil fails without good reason to complete the course or basic requirements for any public examination.



“Students benefit from an education which enables them to move on to further success when they leave

Ofsted 2018

SPECIAL EDUCATIONAL NEEDS

The school's special needs funding is used in several ways to support pupils. Strategies that may be used include:

- Support for pupils in classrooms, to help them to learn alongside others, provided by mainly teaching assistants.
- Specialist literacy and numeracy work with small groups in all years for pupils identified through a system of classroom observation and referral, and confirmed by objective and diagnostic testing.
- Literacy support sessions, such as Paired Reading, for some pupils, directed by teachers and provided by teaching assistants.
- Collaborative work between the SEN department and subject teachers to make the curriculum accessible to all learners.
- In Key Stage 4 we provide study support and special arrangements to help pupils as they approach coursework deadlines and internal and external examinations.

The SEN department manages and administers additional provision for all pupils with an Educational Health Care Plan (EHCP).

This EHCP is issued by the Local Authority, and requires the school to safeguard the educational arrangements for the pupil concerned, through a pupil profile.

The school makes good use of the available services offered by the LA and other external agencies, working closely with the Educational Psychologist and Specialist Teacher service. We are directly involved in the review process of pupils in our feeder schools who will transfer to Caldew.

Teachers and teaching assistants hold qualifications in Special Education and have many years' combined experience in both special and mainstream schools.

We aim to establish effective partnerships between teachers, teaching assistants, parents, other adults and pupils, both in and out of school, which will support the learning of pupils who have special needs.

We are proud of the progress made by all SEN pupils through our school and we are delighted to celebrate their many significant achievements.

OUR PROVISION INCLUDES:

- Good liaison and links with all partner primary schools.
- Induction days for Year 6 in the summer term prior to transfer to Year 7.
- A dedicated Student Support team dealing with all student issues.
- Academic progress monitored closely by Departments with the SEN Team.
- Outstanding support for learners with additional special needs.
- Student voice which is heard through house and School Council, surveys and focus groups.
- Experienced, dedicated and specialist subject teachers.
- Access to our Virtual Learning Environment (VLE) for independent and collaborative learning.
- Access to a well-resourced Library and Resource Centre.
- Rigorous monitoring of attendance and behaviour.
- Recognition and rewards for achievement.
- Access for parents to high quality and comprehensive current information about their child.

SPECIAL EDUCATIONAL NEEDS POLICY

All staff and teachers at Caldew School aim to meet the special needs of all our pupils where and when they occur. We work hard to ensure that those learners gain access to the whole curriculum and are afforded every opportunity to participate fully in the life of the school. Caldew School's SEN policy adopts an inclusive approach to the education of all pupils.



Leaders have made significant progress in improving the school since the previous inspection. They have focused on creating a broad and ambitious curriculum which meets the needs of pupils and students, including those with special educational needs and /or disabilities (SEND).

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Our ambitious plans will provide the highest quality teaching and learning to elevate the environment in which our students work to inspire them and create a culture of high aspiration.



*Vicki Jackson,
Headteacher*





CALDEW
SCHOOL



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