



CHARLTON SCHOOL

Taking PRIDE in progress and partnership,
with learning at the heart of all we do.



Principal: Mr McNaughton

Aims and Ethos

At Charlton we take pride in students' progress, with learning at the heart of all we do. We know the importance of inspiring students to develop a thirst for learning, so our curriculum is broad, rich and matched to individuals' needs.

Our emphasis on purposeful, relevant learning means that our students benefit from a range of visits, specialist teaching and extensive extra-curricular experiences. We aim for all our students to enjoy school, excel in their studies and attain outstanding outcomes.

Partnership with our local primary schools focuses on building on primary experiences and strengths, to ensure a continuous learning journey for all. Our students leave us having attained high standards whilst emphasising their personal development.

Partnership with our families and the wider community is really important to us, so that care, guidance and support systems are good and ensure that students who join the school at any stage are well supported.

“Students enjoy coming to school and parents agree that their children are happy in school.” (Ofsted 2015)

As Principal I have a deep rooted passion for education and firmly believe that teaching is one of the most rewarding and important vocations. No other job allows you to touch the lives of so many, inspire a generation and shape the future for young people.

With the job of Principal comes great responsibility; it is my aim to provide the best possible education for all students at Charlton. To provide the students not only with the academic results needed for progression but also the personal, interpersonal and life skills to enable them to be successful in the future.

We wish for Charlton students to be seen both in school and by the wider community as mature, confident young people who wear the uniform with pride; who are responsible citizens with a thirst for learning. We are looking for the students to engage fully in the vast amount of opportunities available to them outside of lessons, to enrich their experience and inspire them to find activities they will continue to engage with for life.

We look forward to welcoming you into our school community.



Mr Andrew McNaughton
Principal



“The school’s curriculum is broad and balanced and prepares students well for life in modern Britain”

(Ofsted 2015)

Charlton's Vision

Our aim is to provide an environment in which all students can succeed.

To do this we will:-

- Ensure that every member of our school community knows that we are committed to their care and support;
- Encourage independence of thought and respect for each person's uniqueness and needs in the development of their talents;
- Encourage each member of the school to show respect for each other, our community and understand and develop their role as an active, responsible citizen;
- Ensure that students have a wide range of extending and enriching opportunities;
- Ensure positive working conditions in which clearly stated standards of behaviour and courtesy are upheld;
- Provide a clean, bright, safe and stimulating learning environment;
- Celebrate and encourage success at all levels.

"The school is a safe place and students feel safe in school. Students are polite, considerate and courteous." (Ofsted 2015)





Transition *Admission to Charlton School*

We understand that the move from primary school to secondary school may be daunting.



At Charlton, key members of staff work to ensure a smooth, carefully planned transition process with the sole aim of ensuring a happy and positive move between phases.

We promote close links with all our partner primary schools and the transition process begins as early as Year Five with students joining us for primary liaison days.



On these days, the students experience a taste of secondary school life, taking part in exciting activities. This familiarity with Charlton allows the students to ease in to secondary school life very quickly.

All prospective Year Six students will be invited to attend a taster week in the Summer Term. We also hold family interviews; short informal chats to help us get to know you and your child. These are extremely successful and are highly valued by all involved.



In addition, we hold a successful and very popular Summer School. It is designed for students who may need some extra support. It enables students to make new friends and become familiar with the new environment at Charlton before the start of the Autumn Term.

Just in case anything has been missed and to make sure that we have a detailed understanding about your child's primary progress, the Pastoral Manager for Year 7 will contact or visit your child's primary school to have a one to one chat with their class teacher.

We hope to make sure transition is seamless, happy and enjoyable for all of our students.



The school is a caring community: a fact recognised and valued by students, parents and staff. (Ofsted 2015)



Our full Admission Policy is available to view on the school website.

Ethos for Learning

Key Stage 3 (Years 7 - 9)

The aim at Key Stage 3 (Years 7 - 9) is to give students a broad and balanced curriculum that prepares them fully for a more individualised programme at Key Stage 4. It also offers them much more than the requirements of the National Curriculum.

In Year 8 students are supported in making choices about their curriculum from Year 9 onwards. During this Key Stage pupils will study English, Mathematics, Science, Languages, History, Geography, RE, PE, Technology, Music, Art, and ICT.

At Charlton we recognise that homework is essential to help students consolidate and extend their learning. Homework, especially extended projects, promotes the skills of independent learning and research.





Curriculum Provision

Key Stage 4 (Years 10 -11)

In Years 10 and 11 all students study the core subjects of English, Mathematics, Science, Religious Education and Physical Education. ICT, literacy and numeracy skills are also developed through the curriculum.

The majority of students will study either French or German and Geography or History.

Students have a choice of up to two further subjects from:

- Electronics
- Food Technology
- Graphics
- Resistant Materials
- Textiles
- GCSE PE
- Art
- Dance
- Drama
- Media Studies
- Music
- GCSE ICT



Some students may choose to study an additional language and/or an additional humanities subject in place of these option subjects.

Work experience, college taster days and placements support students in their future career decisions.

“A Community of Learners - An All Inclusive Curriculum”

Personal and Social Development

We provide a programme of support lessons and dedicated curriculum enhancement days aimed at strengthening students' understanding of the world we live in.

Topics include Health Education, Community Issues, Sex Education and Cultural Diversity.

“The social, moral and cultural development of students is good.”
(Ofsted 2015)



Contact with Parents

The progress of each child is regularly monitored. The pastoral responsibility for students lies primarily with the Form Tutor.

Our whole school Pastoral Team works closely to ensure that all students reach their full potential.

We hold year group consultation meetings which allow parents to speak to individual subject teachers. Reports are issued once a year and contain tracking grids to enable students to see their curriculum targets and the levels they should be working towards. Our on-line Parent Portal system allows parents to view daily how their child is progressing. This system can also be used to get in touch with individual staff members, should you have any concerns about your child's education.

“Teachers, and other adults in the school, are very committed to helping each student.”
(Ofsted 2015)



Inclusion

We are fully committed to a policy of inclusion and we aim to integrate students fully into the life of the school, whatever their difficulties. To this end we acknowledge the fact that all teachers are teachers of Special Educational Needs and Disabilities and our ethos is one of helping both staff and students to thrive in an inclusive environment. All children admitted to the school, including those with disabilities, have access to the full curriculum offered by the school.

The SEND department at Charlton supports the needs of learners across the ability range. Our staff can support and give advice about how best to meet any additional learning needs a child may have.

Student support is seen as a whole school commitment involving every individual; each having a responsibility to offer engaging and challenging experiences which enthuse and excite. Our team of specialist teachers offer special needs provision, integrating students and providing small group support where necessary.

Students identified as needing support will be supported in the following ways:

- In-class or extra-curricular support as required.
- Specialist small teaching groups as appropriate.
- Interventions are carried out by well qualified Teaching Assistants and Teachers, for example, Literacy Programmes, Speech Language and Communication Needs, Dyslexia.
- Specialist differentiation of resources, where appropriate.

Access to the Curriculum

Students will spend the majority of their time in mainstream lessons with their peers; however, in order to maximise their potential as learners it may be necessary to offer some withdrawal lessons to ensure that students have a secure grasp of essential skills. In addition, personalised and reduced timetables are implemented, where it is deemed to be of benefit to the student.

The admission of students with Education, Health and Care Plans are negotiated with the Local Authority, the parents and the school.



Wider Curriculum

Charlton School offers a rich and varied wider curriculum throughout the school year. This enables our students to develop a range of skills and engage with experiences that enhance their learning and ease their transition into the wider world.

Every day the school is buzzing with activity before school, at lunchtime and in afterschool clubs. These are sporting, creative and academic subject based with some taking place off site.

Year 11 can also be requested to attend Lesson 7, which consists of study support sessions provided by class teachers to help students achieve their very best in the final year.

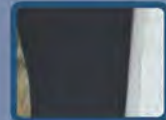
There is a strong programme of educational visits that include the Year 7 residential, museums, foreign language exchanges, theatre visits, sporting events and concerts. These are combined with traditionally more social activities such as the annual ski trip, West End Experience weekend and year-based Celebration Days.

We are keen to encourage our students to be the best that they can be and we have a range of aspirational events organised with a range of partners including Keele University that cover a range of topics and subjects, including a Science residential for Year 10 students. We have a very active Young Co-operative group, Vintage Pride, and our own pop up shop that appears in Wellington on a regular basis. Year 10 take part in a two-week work experience at the end of the Easter Term and Year 11 have a weekly information and guidance session to help them plan for their future.

If your child has a particular passion or interest, we are confident that there will be a wider curricular activity to address it. If there isn't speak to a member of staff and together we can make it happen.

“Relationships between adults and students are good and students reported that they like their teachers and appreciate their care.”

(Ofsted 2015)



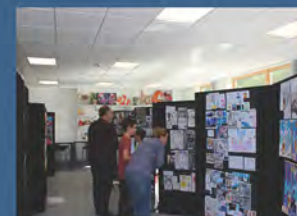
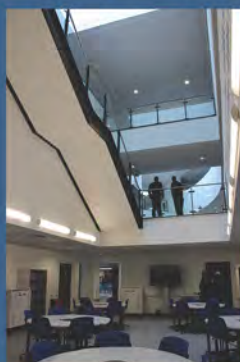


New School, New Beginnings

We are tremendously proud of our new school building. It provides first rate facilities, purpose-built for the 21st century.

Additional investment in state-of-the-art ICT, Sports, Expressive Arts, Science and Technology, have been a great boost to students' already rich curriculum of Foreign Languages, Humanities, English and Maths. We firmly believe that the new facilities will further strengthen our already high performance across the school.

Our new build school opened in June 2016 and was the last school in the country to be completed under the Building Schools for the Future scheme. The transition from the old school to new was seamless, both staff and students settled quickly in to their new surroundings. We are excited to be able to share our fantastic facilities with you either through our open week events or at a time more convenient to yourselves.





Interserve Academies Trust

To support us with our future development, Charlton School is in the process of converting to an academy with our chosen partner, Interserve Academies Trust (IAT).

IAT Vision:

*Redefining the future for
people and places*

We believe IAT to be an ideal partner for us as we have similar vision and values. IAT's vision is to redefine the future for people and places. They will work in partnership towards a shared vision that places student's learning, environments and local communities at the centre of our approach. They believe that together we can transform learning and life chances, close the gap for students from disadvantaged backgrounds and change the future.

IAT Values:

Everyone has a voice

Do the right thing

Take pride in what you do

Bring better to life

Interserve Academies Trust - Seven Guiding Principles

1. Our schools at the heart of their communities
2. Inclusivity first
3. Fulfilling everyone's potential
4. Employability as a core
5. Equipped to be positive citizens
6. Meeting the need of local skills
7. The first choice for parents

“Leaders have successfully developed an ethos of care and community at Charlton and discrimination is not tolerated. A spirit of openness, integrity and honesty pervades the school.”

(Ofsted 2015)





Charlton School
Apley Avenue
Wellington
Telford
Shropshire
TF1 3FA

Telephone: 01952 386800
Website: www.charlton.uk.com
E-Mail: school@charlton.uk.com

This prospectus gives an outline of Charlton School. All information contained in this brochure was correct at the time of printing. Please note that during the academic year some details may change.