



Crackley Hall School

An independent school for 4-11 year olds

Prospectus
Information booklet
2023/2024



Crackley Hall School

The Princethorpe Foundation

The Princethorpe Foundation welcomes children of all denominations and provides co-educational, independent day schooling with a strong Christian ethos. We support and nurture children from age two to eighteen years, through Little Crackers Nursery, Crackley Hall School, Crescent School and Princethorpe College.

Ethos

Our schools pride themselves on providing a caring, stimulating environment in which children's individual needs can be met and their talents, confidence and self-esteem developed. We aim to encourage a lifelong love of learning and an understanding of moral values and to put young people on the road to happy and fulfilled lives.

School Aims

- 1 To provide a first-class, rounded education for all our pupils. To be achieved by meeting Aims 2-9.
- 2 To promote the Christian values of love, forgiveness, kindness and peace and so help young people further develop as children of God and citizens who are aware of their communal obligations and stewardship role. To nurture spiritual and emotional growth in a community where we respect others and meet others' needs, having a strong sense of right and wrong.
- 3 To create a school family where everyone feels valued and respected, supporting those who are less fortunate. To be happy, expressing joy, laughter and excitement in all areas of school life, in an environment where they feel safe at all times. To encourage all to be positive and confident and to believe in their unique abilities. In so doing, to achieve our best and have our moments to sparkle and to discover and develop our unique gifts and talents as we grow and develop beyond our expectations.
- 4 To offer a broad, balanced curriculum, which is challenging, exciting and meets the needs of all our pupils.
- 5 To continue to raise the standards of teaching and learning, developing active learners and, whilst academically non-selective, striving to ensure the best possible exam results within a creative, independent, broad and stimulating curriculum.
- 6 To offer a first-class extra-curricular programme, encouraging and enthusing the whole range of ability levels, from outstanding performers to reluctant beginners
- 7 To provide the necessary channels for good communications and relationships within (and outside of) our community so that all have a voice, which can be heard, and all are kept informed of our developments.
- 8 To provide the necessary structures and resources to meet the above goals – including accommodation – appropriate to the high standards we are setting ourselves.
- 9 To provide the financial security and stability to deliver the above goals.



To read the Good Schools Guide review of Crackley Hall School visit www.crackleyhall.co.uk/good-schools-guide-review or scan the QR code

Governing Body

Chair of Trustees	Mrs Liz Griffin, BSc, PGCE, CTC
Trustees	Jatinder Birdi John Fisher Mrs Barbara Forster, Cert Ed Miss Shannon Fry, BA, APM* Richard Harcourt, MBA Charlie Jenkinson, BA, CIPS, MILT Rowland Johnson, BCom, MSocSc Mrs Helen Knight, BA, PGCE, MA, NPQH Robert Lee, LLB Kieron Shaw, MBE, MSc, FCIS Commodore Bernard Warner

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Staff

Leadership Team

Headmaster	Robert Duigan, BCom (Ed), MEd
Deputy Head	Duncan Cottrill, BSc, PGCE (PSHCE)
Assistant Head - Early Years Foundation Stage and Key Stage 1	Mrs Susan Glen-Roots, BEd (English & Drama)
Assistant Head - Key Stage 2 and Academic	Ms Sharon McAloon, BA, QTS

Foundation Team

Foundation Principal	Ed Hester, MA (Oxon), PGCE
Foundation Assistant Head	Alex Darkes, BEd*
Foundation Assistant Head - Marketing, Admissions and Communications	Mrs Melanie Butler, BA
Foundation Assistant Head - Director of Digital Strategy	Andy Compton, BA, PGCE, MA
Foundation Bursar, Company Secretary and Clerk to the Trustees	Eddie Tolcher, BA, ACIB, MCMI, TechIOSH* **
Foundation Development Director	Steve Kowal, BSc
Foundation Director of Sport	Lee Cassell, BA, PGCE
Foundation Grounds Manager	Edward Robertson
Foundation Buildings Manager	Michael Small
Foundation Director of Estates	Rob Heath, BSc, PGCE
Foundation Health and Safety Manager	Mrs Sara Young, IOSH, NEBOSH
Foundation Marketing & Communications Executive	Miss Jo Flowers, BA, CIM DipM
Foundation Press and PR Officer	Mrs Helen Stephenson, BA, CIM DipM

* Old Princethorpeian ** Old Crescentian

Staff

Classroom Staff

Charlie Ashley, BA, QTS (History Co-ordinator)*
Mrs Mina Bhogal, MA Early Childhood Studies and Education, EYPS, Teaching Assistant
Miss Amy Broadbent, BA Teaching and Aftercare Assistant
Mrs Faye Burley, BSc (PSHECE Co-ordinator)
Mrs Natalie Carroll, Teaching Assistant
Mrs Verity Clark, BA, QTS, FSL3 Forest School Practitioner
Miss Chantelle Collins, NVQ3 Teaching Assistant
Mrs Eva Cowlishaw, BSc, PGCE, MA Education Learning Support Teacher (Gifted and Talented)
Mrs Claire Divers, BA QTS Learning Support Assistant
Matthew Duigan, BA, Teaching, Games and Aftercare Assistant*
Mrs Wendy Duigan, BEd Teaching Assistant
Miss Jayne Ellis, BSc, PGCE Learning Support Co-ordinator
Dr Claire Ewen, BA (Sp & H TH), MA (Ed), Cert MRCSLT, MASLTIP, HCPC Registered Speech and Language Therapist
Miss Eve Farquharson, Gap Year Assistant*
Mrs Esther Forino, MA PGCE HNC (RE Co-ordinator)
Mrs Ana Green, Teaching Assistant
Mrs Catriona Hardwick, BEd, CCRS (DT and STEM Co-ordinator)
Mrs Helen Huang, PGCE (Mandarin Co-ordinator)
Mrs Clare Hill, NVQ 3 Primary & Senior Years Teaching Assistant
Ms Carrie Holmes, PGCE (Art Co-ordinator)
Mrs Sorcha Horan, BA, PGCE (English Co-ordinator, Phase Leader)
David Johnson, MA Learning Support Assistant and Aftercare Manager
Mrs Gurinder Kaur, BA Teaching Assistant
Mrs Sarah Lammas, BSc, QTS, CCRS (Geography Co-ordinator)
Mrs Emma Malcolm, BSc, PGCE (Computing Co-ordinator)
Mrs Lisa O'Carroll-Bailey, BEd, NASENCO
Mrs Susan Olden, LRAM, ARCM, LLCM TD, Amus TCL, ALCM (Music Co-ordinator)*
Ms Victoria Osborn, BA, PGCE Teaching and Learning Support Assistant
Mrs Rodothea Paphitis, Teaching Assistant*
Tom Pike, Aftercare, Games and Teaching Assistant
Mrs Julia Roberts, BEd (Science Co-ordinator)
Miss Aimee Rogers, BA, PGCE
Sanjeev Sharma, BSc IT Service Desk Team Leader
Mrs Dolores Simmonds, Chaplaincy Assistant
Richard Stedeford, BSc, MA, PGCE Head of Games
Mrs Susie Steeples, CACHE Teaching Assistant
Mrs Anna van Zyl, BA, PGCE (Mathematics Co-ordinator, Phase Leader)
Mrs Kat Vaughan, BSc, PGCE, ABPI Head of Extended Day and Co-Curricular and Head of PE
Steve Vaughan, BA, PGCE Teacher
Mrs Kamal Verma, BSc, BQTS Teaching Assistant
Mrs Sarah Westerman, MA, PGCE, ATS French Co-ordinator
Mrs Sophie Wheatley, Cache Diploma Level 3 in Childcare and Education Teaching Assistant
Mrs Nicki Wildey, BA, PGCE, NASENCO (Drama Co-ordinator)
Mrs Zoe Wild, BA Learning Support Assistant

Support Staff

Mrs Barbara Bromwich	Uniform Shop Manager
Ms Harriet Edkins, BA	Receptionist
Mrs Sharon Davis-Harris, HNC, RSA	Headmaster's PA and Office Manager
Mrs Ruth Townsend	Receptionist
Mrs Jenny Vaughan, BA	Registrar*

Aftercare

Miss Amy Broadbent	Teaching and Aftercare Assistant
Mrs Natalie Carroll	Teaching Assistant
Matthew Duigan, BA*	Teaching, Games and Aftercare Assistant
David Johnson	Learning Support Assistant and Aftercare Manager
Tom Pike	Aftercare, Games and Teaching Assistant

Estates

Derek Hunt	Estates Assistant
Michael Luis	Caretaker

Catering staff

Miss Amanada Brew	Catering Manager
Mrs Clare Bowron	Catering Assistant
Mrs Margaret Rice	Catering Assistant
Miss Wendy Glover	Catering Assistant

(Curriculum Subject Leader)

Past Pupil of St Joseph's Convent School ** Past Pupil of Crackley Hall
* Old Princethorpeian ** Old Crescentian

Staff Profiles



Robert Duigan - Headmaster

I attended an all boys' Catholic School in South Africa, where I was actively involved in all areas of school life, from sport through to charitable work. While at university in Port Elizabeth, I assumed various leadership roles at the university itself and in the local community.

At the end of my tertiary education, I underwent 18 months' compulsory national service, attaining the rank of First Lieutenant – basic training and officers' course were great at the time and I enjoyed my stint in the army, but was pleased when it was finished!

After my first teaching post in a large state school, I accepted a post as Head of Sport at St Dominic's Priory Catholic School, an established co-educational independent school of 425 pupils. I taught all subjects across the curriculum and coached cricket and football.

I was appointed Principal of St Dominic's in January 1997 and held this position until my emigration to the United Kingdom in January 2002. During this time, I was convener of selectors and coach of our provincial (county) football and cricket teams and served on the committees of both the Primary Schools' Football and Cricket Associations.

On emigrating, I accepted a post as a class teacher at St Columba's Preparatory School in St Albans and felt it a privilege to be appointed Headmaster at St Teresa's Catholic Independent School in Princes Risborough in 2003.

I see the benefits of personalised learning and am encouraged by the appropriate differentiation in our lessons. We all learn differently and are at different levels in our educational (and life) journey. This must be borne in mind at all times as we aim to help each child reach their goals. The self-esteem of every child is so important to their development and I place every emphasis on knowing the individual and ensuring that they feel a sense of worth as one of God's children.

'Right relationships' are essential in any walk of life, particularly so in a school – they form the basis of any achievement and well-being.

I see open and clear communication as crucial in this regard. We are here for the pupils. The support of school for home and vice versa is essential in their development.

I would argue that one of the most important tasks of any Headteacher is to appoint excellent members of staff – those capable of, and willing to, fulfil the mission – academic excellence, personal and spiritual growth and to nurture polite, confident and articulate children who are ready to become leaders in their own right and who will be able to contribute to the future of all. One cannot underestimate the value of a good teacher. I believe that Crackley Hall is blessed with very good members of staff.

I love the outdoors, nature and all forms of sport – especially cricket, rugby and football. I play golf and enjoy the gym (when time allows).

I am a keen reader, enjoy amateur photography and appreciate just about all forms of music – listening to it, that is, as I am not a very capable musician at all!

My family are very important to me and I like travelling, meeting people and learning about other cultures and ways of life. I have thoroughly enjoyed twelve busy and happy years at Crackley Hall and continue to look forward to welcoming all visitors to our successful and high achieving school where all pupils are encouraged 'to be the best that they can be'. I am confident that you will be impressed by the warm and dynamic environment that is Crackley Hall.



Duncan Cottrill - Deputy Head

I completed my PGCE (Primary) qualification at the University of Central England in 1999. After qualifying, I spent the next fourteen years teaching at two large primary schools in Nuneaton, the first for three years and the second for eleven. During this time, I taught and then managed across all three Key

Stages. I was on the Senior Management team for six years having responsibility for managing, on separate occasions, the Foundation Stage, Years 1 and 2 and then Years 3 and 4. I was also ICT co-ordinator for ten years where I was responsible for designing and launching the school website and co-ordinating the award of the ICT Mark, a nationally recognised accreditation scheme. I have been at Crackley Hall since January 2013 and have thoroughly enjoyed my time so far.

I am passionate about sport and played rugby for Nuneaton RFC, University of Liverpool, Nuneaton Old Edwardians RFC, Melbourne RFC as well as Warwickshire U18s and U21s. These days, I enjoy watching and reminiscing about the old days.

I thoroughly enjoy teaching. I take the responsibility of positively affecting the learning, self-confidence and growing esteem of all staff and pupils in my care very seriously. I believe it is important to motivate and influence by good example and enthusiasm, to incorporate realistic, high expectations and have effective classroom management skills whilst also offering a range of creative learning experiences and a productive use of time and resources. Children should be active participants in the learning process – developing skills, self-discipline and responsibilities. I strongly believe and promote the ethos that teaching is a two way process, with people working together in a stimulating and caring environment, sharing mutual respect, strengths and expertise.



Mrs Susan Glen-Roots
Assistant Head - Early Years
Foundation Stage and KS1

I qualified with a degree in English and Drama and I have been teaching ever since. I have lengthy senior leadership experience within the Foundation Stage and Key Stage 1, alongside a curriculum specialism in Literacy and Phonics.

My career as a senior leader in deprived areas, faith schools and large county schools in London, Warwickshire and Solihull has allowed me to gain a wealth of experience.

I joined Crackley Hall School as Assistant Head in September 2017. Since then it has been a privilege to be Head of Early Years and KS1, which is where the joy and magic happens and where each child is placed at the centre of their learning journey. My passion is to provide a high-quality education for all children, whilst allowing for their individual needs. Learning should be motivating, interesting and exciting and should also provide important life skills. Crackley Hall certainly has all of these elements in abundance! More recently I have gained a Diploma in Counselling and regularly use these skills to help support children and their families within a school setting.

Outside of school I am mum to three children, one of whom attends Princethorpe College. We are a musical family, playing the acoustic and electric guitar, flute, the violin, ukulele, piano and drums between us. As well as making music, we also spend time outdoors with our family dogs, Mollie and Bailey, and enjoy skiing and snowboarding in the winter. Life is never dull in the Glen-Roots household!



Ms Sharon McAloon
Assistant Head - Key Stage 2
and Academic

I graduated from the University of Warwick and eagerly took up my first post at a Catholic primary school in Kenilworth, Warwickshire, soon progressing to Key Stage Two Leader. Some eleven years later, a thirst

for professional and personal growth led to an international move to Switzerland. There I taught in Upper Key Stage Two, leading English at La Cote International School, Aubonne. Two years later, I returned to the UK where I took up post as Senior Leader & Year 5/6 Teacher at a Catholic primary school in Southam, Warwickshire. I joined Crackley Hall in 2021, taking up the role of Assistant Head (Key Stage 2 and Academic). I seek to teach and lead in a learning environment that is progressive, nurturing and driven by the child. I believe that a child's happiness is intrinsic to their personal and academic growth.

Away from school I enjoy walking, literature and theatre, architecture and interior design. I take part in a variety of spectator sports, most of which my youngest son participates in. Moreover, I love to spend time socialising with family and friends.



Charlie Ashley

I was born and raised in Warwickshire and educated in its schooling system, attending Wolverton Primary School and then moving on to Princethorpe College. After A-levels, I went to University in London where I studied Philosophy, Theology and Religious Studies. After graduating, I wanted to experience a

different part of the world and lived in America for a year working as an au pair.

On my return to England, I chose to follow my lifelong dream of working in the education system. I first started as a teaching assistant in a school in Balham, before gaining my teaching qualifications and then moving to Rosemead Prep School in Dulwich, where I taught Year 3 for two years.

I am very excited to be returning to my roots and teaching at a school under the Princethorpe Foundation umbrella. I have seen first hand the amazing work that they do and know the incredibly well-rounded and kind young adults that they produce.



Mrs Faye Burley

I am exceptionally excited to start my twentieth year of teaching at Crackley Hall. Throughout my teaching career, I have worked in a diverse range of settings; from independent and state sector schools, to international schools in Thailand and Taiwan.

I graduated from Loughborough University in Social Psychology before embarking on a PGCE in Birmingham. During my teaching career I have held a number of roles of responsibility including Key Stage 1 Co-ordinator, Lead Teacher for Years 3 and 4 and Subject Lead for Maths, Computing and PSHE. Searching out unique talents, releasing imagination and creativity and understanding the importance of respect, love and care for others underpins my teaching philosophy. With a continued love of learning, it is a rarity indeed if I am not studying or completing coursework.

Outside of school, family life is always an active one for us. We enjoy biking, kayaking, camping, surfing, hiking, basically trying and enjoying everything that we possibly can.



Mrs Verity Clark

I love teaching! A wonderful, varied and exciting career that brings new challenges every day.

Since qualifying in 2004, I have taught in every year group from Reception to Year 6 in a variety of schools, both in Warwickshire and Northamptonshire. In my degree, I specialised

in Art and I have a studio at home on the farm where I design prints and paint and make glazed ceramics. My latest focus is animal realism using coloured pencils.

I am very interested in the philosophy of Forest Schools, I think it enables us as teachers to 'catch' and empower some of the children who may otherwise slip through the net in mainstream schools. I enjoy leading Forest School at Crackley Hall. Its ethos is of child led learning and we can glean much from this, not only by introducing more play into the curriculum, but also by quiet observing. If we can understand what drives each child to learn, then we can fuel their fire by planning for their interests. I believe that a creative curriculum makes for more meaningful learning and more motivated, independent learners.



Mrs Eva Cowlshaw

I qualified in 2000 with a BSc in MORSE (Mathematics, Operational Research, Statistics and Economics) from the University of Warwick and went on to complete my PGCE in secondary maths education there as well. I taught in a large secondary school in Solihull for 14 years, during which time my

children were born. I then decided to take some time away from teaching so that I could look after my children at home. I continued my work as a maths examiner for OCR and the International Baccalaureate and began writing textbooks and resources for the new Maths GCSE.

I joined Crackley Hall as a teaching assistant in September 2019 and have now taken on the role of gifted and talented co-ordinator and learning support teacher. I am passionate about supporting pupils with their learning to ensure that they can reach their potential.

Outside of work I am a mum to four children, two of whom attend Crackley Hall and two of whom attend Princethorpe College. Crackley Hall is a very special place to my family; my children are nurtured and encouraged whilst feeling valued and accepted.



Miss Jayne Ellis

I graduated from the University of Hertfordshire in 1990 with a 2:1 BSc Hons degree in Psychology and Business Studies with German.

After a year working in the university library, I worked on a summer camp in the States which inspired me to go into teaching. I then did my PGCE in General Primary at UCE in Birmingham and graduated in

1996. I did some supply teaching which gave me invaluable experience and saved and went travelling round New Zealand and Australia. Whilst travelling I was offered my first teaching post at one of the schools in Kings Heath where I had been a supply teacher. I then worked at Grendon Primary School for three years working in the Year 1 and Reception classes.

In 2000, an opportunity arose to teach in The British School of Lanzarote and so off I went! I taught Reception and Year 1 classes as well as teaching GCSE Business Studies to older pupils. In 2006 I returned to the UK to begin work at Abbotsford where I taught Year 3 and 4 classes as well as some work with the Reception classes. I also taught games to all the junior children and ran the netball and gym clubs. After returning from maternity leave in April 2009, I took over the role of SENCo. Since 2010 I have been working in Learning Support at Crackley Hall.



Dr Claire Ewen

I am a qualified speech and language therapist and audiologist. I also hold a Master's degree in Education and a PhD in Psychology. My specialisms are working with children who have Autistic Spectrum Disorder and those who have Developmental Language Disorder, but I support all children who have pronunciation, language, or social interaction difficulties. I always wanted to be a

speech and language therapist and have worked in mainstream schools since qualifying in 1994. I believe that all children should be able to participate fully in their school lives and reach their potential; and am committed to helping those with speech, language or social difficulties to develop the skills that will enable them to do so. In addition, I believe that, as adults, it is our responsibility to ensure that we provide environments that are supportive of, and when necessary, differentiated to, the needs of all children.

I joined Crackley Hall as a speech and language therapist in September 2010, working two days a week. I joined because I liked the ethos of the school and have found over the years that I share my values with the teachers and management here. In addition to working at the school, I also work as an academic at Birmingham City University, where my duties include conducting research and delivering lectures to undergraduate and master's speech and language therapy students.

I grew up in South Africa and moved to the UK in 1997. For several years I lived in London, before moving to the Midlands. Recently widowed, I live with my daughter and enjoy spending time with friends, eating out, going to the theatre and reading. Walking and Pilates are a couple of my favourite ways to maintain my sense of well-being.



Mrs Esther Forino

From an early age I knew that I wanted to be a teacher. My first experience of teaching was in Rwanda, where I spent six months teaching in an orphanage. From there I combined my love of travel with my love of teaching and went on to teach in Peru, South Korea, Dorset, the USA and London; I have now

found my home here at Crackley Hall.

I hold a Diploma in Business Management, an MA in Translation, Interpretation and TESOL and a PGCE. I have taught and led in a variety of different institutions including a small primary in rural Dorset, an orphanage in Africa, a Kindergarten in Seoul and a large inner-city school in America. Teaching in these diverse settings has taught me that children, regardless of their background, thrive when they feel safe, enjoy their learning and have positive and supportive relationships with those they share their learning journey with – both staff and peers.

I value the role of faith in a pupil's personal development and am delighted to be leading Religious Education and Catholic life at Crackley Hall.



Mrs Catriona Hardwick

Upon leaving school after completing my A-levels I attended the University of Bedford and gained a BEd degree specialising in Design & Technology and Science. I had placements with Reception, through to Year 5. I then spent two years working as a supply teacher, teaching booster classes and taking

temporary posts covering maternity and sick leave in various schools in Warwickshire and Birmingham.

I joined Crackley Hall School in 2000 and saw the merger of St. Joseph's with The Princethorpe Foundation, then later with Abbotsford. Throughout these changes I can still say that the ethos of the school is the same as when I first joined. I have taught Nursery, Junior 1, 2, 4 and 5, as a form teacher and covered English, Maths, Science, DT, Art, Computing, History, PSHE, Drama and Geography as well as teaching Reception and Junior 6 DT, Art and Computing.

Crackley Hall is such a special place to work. I continue to feel privileged to be part of the team making a difference to the children's education and always look forward to the new challenges and adventures that happen each year. The other side of Crackley, which I feel is something that we do particularly well, is giving the children the confidence to stand up in front of others and speak.

My own three children attended Crackley Hall from Nursery to Year 6 and grew enormously in confidence, which I know is due to the experiences they have had here, along with the encouragement and opportunities that they have been given. I love working here and honestly couldn't imagine teaching anywhere else.



Ms Carrie Holmes

I have always been involved in the Arts and learning, and have studied Art, Art History and History in Merseyside. In 1979, I undertook a nursing course at Liverpool University and qualified in 1982.

I was Exhibitions Officer at a privately owned gallery in London and Suffolk from 1982-1986

organising large contemporary exhibitions, prior to their showing at the Royal Academy. In 1987, I moved to Lincoln, and worked as Exhibitions Officer at the municipal, Usher Gallery. This is where I first became involved in teaching children. I co-ordinated and taught workshops for children from mainstream and special schools, and undertook several large-scale community events based within the Arts for Lincolnshire County Council.

In 1996, I moved to Warwickshire with my family. I have two daughters, Bronte and Imogen. On returning to work in 2003, I became Art Curriculum Leader at Crackley Hall, and then History Co-ordinator. I have been class teacher to Junior 2, 3 and 4. I have a PGCE qualification from Buckingham University.



Mrs Sorcha Horan

I qualified from Warwick University as a teacher in 1997 and have worked in a number of different primary schools in Coventry and Warwickshire both in the state sector and in the independent sector. During this time, I have taught and managed in every year group across the primary range and have held a

variety of senior leadership and management positions including Subject Co-ordinator roles, Key Stage Leader roles and Deputy Headships.

I am currently Head of English here at Crackley Hall and I am passionate about developing children's love of reading and writing and immersing children in a literary rich environment. I also lead the Junior 5 and 6 phase team.

I am married to Liam and we have three children; Caitlin, Conor and Dillon, who have all attended Crackley Hall and have now moved onto Princethorpe College.

Crackley Hall is such a special place for us as a family; a place where our children have been happy, secure, valued, respected, challenged, nurtured and loved; where our own Christian values are reflected and our own high academic expectations for our children have been met.

I am proud and privileged to be a member of staff here and enjoy delivering the highest quality teaching and learning opportunities that enable every child to succeed to the very best of their ability.



Mrs Helen Huang

I was born and brought up in Shanghai, the most populous city in China. I studied Engineering at university in Shanghai and graduated with a first class honours degree.

After university I began a career in Business Management and International Trade, first in China, then in New Zealand and finally in

Britain. It was when I was working in New Zealand that I met my future husband and we were married in 2004.

In 2008 I took an extended career break to have my daughter. I returned to work in 2013, embarking on a new career and joining the Crackley Hall family as Mandarin Teacher. Since arriving at Crackley Hall I have taught all years from Reception through to Junior 6.

I'm passionate about teaching children my mother tongue and helping them to learn about my homeland. I work hard to create learning that is engaging and fun and the children at Crackley Hall have responded positively. I find the children's enthusiasm rewarding and it is such a pleasure to teach them. In 2018, I returned to university to study towards a Postgraduate Graduate Certificate in Education (PGCE in Mandarin).

After successfully completing my studies, I returned to Crackley Hall in September 2019.



Mrs Sarah Lammas

I started my working life at a national window company in the accounts department. After rising through the ranks, I realised that I no longer aspired to complete my training to become a qualified accountant. So, after six and a half years, I left to pursue a career in teaching.

I attended Newman Catholic Teacher Training College in Birmingham for four years and alongside my degree, I also studied for my Catholic Certificate in Religious Studies qualification - allowing me to teach RE in Catholic schools.

After I graduated, I accepted a job with the then St Joseph's for September 2002 as the Year 6 teacher and remained in this year group for eight years. During this time, I was a member of the Senior Leadership Team and, in 2009, took on the role of Assistant Head for my last year as Junior 6 teacher until I left to have my daughter, Millie.

I returned to work after nine months to a part-time role (teaching within Years 3 and 5) so that I could spend quality time raising my daughter. Once Millie was out of Reception, I decided it was time to take up a full-time role again and returned to Junior 6 - which I thoroughly enjoyed for a further three years. I currently teach the wonderful Year 5 children. Having such an extensive knowledge of the expectations of the Entrance Exams for transition to senior school, I can help guide and prepare them well.



Mrs Emma Malcolm

I studied at Loughborough University and graduated with a BSc (Hons) in Criminology and Social Policy. I relished all the fantastic sporting opportunities the University gave me, yet found my true passion was working with children in education. I completed my PGCE at the University of Warwick and started at Crackley

Hall as a NQT in 2015.

I have taught across the school in Key Stage 1 and 2, and currently in the EYFS. I strive to create learning that is engaging, fun and active, to ensure that all children can achieve their best academically and also feel valued and happy at school. For me, the greatest pleasure is to be a part of children's development as learners, but also as individuals. I am also the Computing Co-ordinator, which gives me the opportunity to think ahead and enhance our children's digital experiences for their future lives.

I have a little boy who is currently in Little Crackers Nursery and we love watching him flourish here in the care of the school!



Lisa O'Carroll-Bailey

I started my teacher training at St Katherine's College in Liverpool, but watched it change and develop during my four years, until I graduated from what is now known as Liverpool Hope University. I trained as an Early Years teacher, but applied for the 'wild card' job and went straight

into a school for children with various Special Needs. I loved this and stayed in special needs teaching until I had our girls. After Abbie was born, I went back to teaching part time, this time at a centre for children with Cerebral Palsy using Conductive Education techniques. This was fascinating and I remained at the centre until Chloe was born. At this point I decided to spend a bit more time with the girls and became a childminder, but luckily, I still had a visit from OFSTED so felt quite at home! I eventually went back to teaching part-time, but then my husband got a job at an independent IAPS school in Kenya, so in 2011 we all moved to Nairobi.

This was an incredible three years. I was lucky enough to be able to spend the first year settling everyone in and then reminding myself how much I enjoyed drawing, photography and painting, with plenty of subjects in that beautiful country. I then stepped in and started teaching again, this time with a class of noisy and very capable Year 4 children! We had a lot of fun, and made the most of every safari opportunity, extreme camping, kissing giraffes and adopting baby elephants, but eventually had to come home. I spent a year covering a maternity leave, teaching a Reception class at a school in Hatton, and then joined Little Crackers in September 2015. I have had a wonderful time in the pre-school for the past eight years, cutting and sticking, getting covered in paint, racing snails and practising writing and am now looking forward to returning to work in Reception.



Mrs Susan Olden

I am the longest serving member of staff at Crackley having been originally Head of Music at the then St Joseph's. I seem unable to get away from the school as I was also a pupil here for five years.

Music has always been my main interest and passion from the age of five and after studying

music for a number of years I went on to gain my LRAM, ARCM, LLCM (TD) and AMus TCL. At Crackley I am responsible for music throughout the school as well as supporting a number of peripatetic staff.

In addition to this, I am an examiner for the London College of Music. I examine for them three times a year and thoroughly enjoy doing this work in the school holidays.



Mrs Julia Roberts

In 1992, I gained a Bachelor of Education Honours degree in English Literature from the University of the West of England. For the past 29 years I have been fortunate to have taught across the whole Primary age range, from Reception to Year 6. This was within two large and thriving Coventry primary schools, before

joining Crackley Hall, twelve years ago. Whilst teaching in Coventry schools, I mainly taught in Years 5 and 6, where I predominantly prepared pupils for both their Year 6 SAT exams and for their crucial transition to secondary school.

Within Crackley Hall, I have been a class teacher in Reception, Junior 2, Junior 5 and Junior 6, and in the last few years in Junior 4.

I currently coach Junior 4 Girls Games and have had many successes, as both winners and runners up, in Netball Tournaments.

I have been Science Co-ordinator for the last few years, which affords me the wonderful opportunity to lead this exciting subject, across both key stages.

I am married to Peter, a Quantity Surveyor, and we have been blessed with three children: Charlotte, aged 24, who has a BSc in Economics and Politics at Bristol University; Jack, aged 21, who is studying Product Design at Leeds University, and Harry, aged 15, who is in Year 11 at Princethorpe College.

In my spare time I like to keep fit, travel and socialise. I am a keen netball player, and I have played for various teams in the Coventry and Warwickshire Netball League.

I firmly believe that teaching children is a privilege, and to be a facilitator of children's educational, moral, emotional, social and spiritual journey, is simply priceless. I very much look forward to furthering my teaching experiences within Crackley Hall School!



Miss Aimee Rogers

Originally being from Yorkshire, I studied at Hull University and graduated with a BA (Hons) in education and the early years. Teaching has always been a career path I wanted to take and a huge passion of mine, so I then completed my PGCE at York St John's University in 2013.

I am approaching my tenth year of teaching this coming academic year and have had a wide range of experience teaching across both KS1 and KS2. I have successfully led KS1, with the early years being a true passion of mine. Alongside this, I have a keen interest in computing, developing podcasts at previous schools, allowing children to take ownership and have creative control over their digital work. I strive to create an inclusive classroom where children are both challenged and feel safe to ask questions to extend their knowledge further.

I have a daughter starting Junior 1 in September and I am so happy for her to also begin her journey at Crackley Hall.



Richard Stedeford

Born in Germany, I moved to England when I was five years old, enjoying a lovely childhood walking my beloved golden retriever in the delightful Dorset countryside. I went to school in sleepy Sherborne, where cobbled streets were surrounded by tiny teashops and everyone knew each other's names.

Being an avid sportsman from an early age, my teacher parents quickly learned the taxi driving trade, whisking me off to various fields across the south-west, to kick and throw leather. My passion for sport powered me through school and into university, acting as my motivation to achieve a successful education. At the University of Gloucestershire, I achieved a BSc (Hons) in Applied Sport and Exercise.

Moving back to Dorset, I started work at Sherborne Prep School where I enjoyed five years working in a wonderful boarding house and it was here that I realised my love for developing sporting opportunities within education.

This led me to undertake an MA in Sport Development, which I thoroughly enjoyed, as it provided me with an invaluable opportunity to improve my understanding of the role sport and physical activity plays, in education.

My MA was followed by a move to Cambridge, where I was employed as a National Sports Co-ordinator for the Independent Schools Association. I enjoyed three successful years, increasing sporting opportunities for over 400 independent schools. Importantly, it was here that I developed an ambition to enter the world of teaching.



Joining Crackley Hall in September 2018 and undertaking a PGCE from the University of Buckingham, I feel incredibly lucky to have been given the opportunity to learn from such brilliant educators and teach an abundance of kind and welcoming children. I believe in a fully inclusive education and will always strive to achieve an engaging classroom environment that encourages a love of learning.

Outside of school, my body still allows me to play competitive football and cricket. I am excited to be engaged to my wonderful fiancée, Laura, and in our spare time, we enjoy mediocre ballroom dancing and have recently renovated a dilapidated four-bedroom house. I enjoy writing short stories and would love to be published, one day. I also love being an uncle to my sister's beautiful daughters, Matilda and Betty.



Mrs Anna van Zyl

I graduated from the University of Canterbury with a BA in Social Anthropology. Following this, I was keen to work abroad and travelled to South Africa and Taiwan where I taught for four years across the primary age range.

In 2004, I got married (in South Africa) and shortly after this my husband and I moved back to England where I completed my PGCE, at Warwick University. Since then I have held a variety of posts in both state sector and other local independent schools in Warwickshire.

I have been at Crackley Hall for nine years and am subject co-ordinator for Mathematics, as well as leading the Junior 3 - 4 team. I am passionate about providing pupils with a creative, interconnected, and inspiring curriculum, in which every child feels brave enough to have a go and to work hard to reach their goals. It is my belief that learning is a journey which we are all on together, and this is reflected in my approach in the classroom. As the saying goes: "In learning you will teach, and in teaching you will learn".

I have two children; Jacob, aged 15 and Leila, aged 11. It is safe to say that any spare time I have is taken care of with their boundless energy, many extra-curricular activities. As a family we enjoy spending time outdoors, swimming, cycling and walking our cocker spaniel - Barkley.

As my husband is from South Africa, we spend much of our holiday time travelling between the two continents, visiting family and making the most of the South African sunshine.

I love teaching at Crackley, where no two days are ever the same but where everyone is valued for their talents, individualism and encouraged to be the best they can be.



Mrs Kat Vaughan

Growing up with two very sporty older brothers, my early years were an immersion in football, cricket and athletics! My mum, in desperation, enrolled me into a dance school, where I studied ballet, tap and modern dance until I was 19.

Alongside dancing, I competed at one-day eventing, show jumping and various show competitions, as well as playing hockey to Regional Level at U16, U18 and U21, and Netball at Regional level at U18.

I graduated from Nottingham Trent University in 1993 with a BSc (Hons) in Sport Science. During my three years at University, I qualified as a personal trainer and set up my own business in order to fund my way through university. After gaining my degree, I spent the next few years continuing my business specialising in sport specific fitness, sport psychology, and injury and illness rehabilitation.

In 1993 I joined Warwickshire College as a lecturer on their BTEC National Sport Studies course. Whilst there, I completed a City and Guilds Diploma in Delivering Learning and qualified as an assessor to GNVQ work placement students.

After four years, I took a change in career to work in the pharmaceutical industry. I spent 11 years with the same company, progressing to Regional Development Manager for the Midlands area.

A change in career enabled me to spend more time with my children, and re-kindle my love for participating in and coaching sport. I starting helping with sports at Crackley Hall and quickly realised that I had missed my vocation in life – I should have always moved into primary school teaching so I gained my PGCE in Primary Education. It is such a pleasure to teach at Crackley Hall – the children are enthusiastic, fair, committed, and eager to please.

In my spare time, I play hockey every weekend, netball during the week and sing with Mr Vaughan at various functions! I have two children who both attended Crackley Hall and Princethorpe. Taylor is 23 and has his own property company and Kyran is 17 and studies at Princethorpe Sixth Form. I am exceptionally proud of both of them and enjoy sharing the stage with them as they are both great performers.



Steve Vaughan

Both my children attended Crackley Hall, so I have the privileged insight of experiencing the school as a parent and teacher.

I have been fortunate to experience a number of careers before moving into teaching: British Police (representing them at Rugby, Athletics, Boxing and Aikido); Lecturer (Management, Sport Psychology, Biomechanics); senior roles in hi-tech global industries (including my own international software company - developing and launching some of the first e-business and mobile apps). Selling my business in 2017 to spend more time in the UK with my family, I volunteered to teach PE and Games at Warwick School. This led to joining Crackley full-time in 2017, completing my PGCE the following year.

I teach a broad range of subjects across KS1 and KS2 and currently I am the J4 and J6 PE/Games lead. I also run a number of afterschool sports clubs and lunchtime clubs and support musical productions and PTA events.

I enjoy combining traditional and new ideas, utilising my experience to benefit and stimulate each child's thinking, to engage and encourage questioning - be that in the classroom, on the stage, or on the sports field.

Outside of school, I had the opportunity to train and compete nationally and internationally in athletics, rugby union, aikido and boxing. Serious injury whilst training for the 1996 Olympics led me into coaching, including the GB junior multi-events squads. With the drive to still compete, I gained a place in the GB Aikido Squad; highlights included competing in World Championships and winning Gold at the European Championships in The Czech Republic 2010.

I continue to play in rock bands (vocals, drums, guitar); taking lead roles in musicals (42nd Street, Chess, Blondel, Chicago), and working part-time as the Singing Teacher at a Stagecoach Performing Arts School.



Mrs Sarah Westerman

I began my journey into education by studying French and Spanish at the University of Leeds. As part of my degree, I lived in Granada, Spain for a few months, studying Spanish and I spent a year living in Bayonne, teaching English in a French school. After completing my degree in 2003 I went back to live in France, working in the

Basque country during the summer months and for a ski company in the Alps during the winter.

Coming from a family of teachers, I knew that teaching was in my blood, and so I returned to England to complete a PGCE in 2006 and subsequently a Masters in Education, both at the University of Cambridge.

After teaching French and Spanish in a secondary school in Peterborough for three years, I took on a Head of Languages post at a large school in Nottinghamshire in 2009, teaching French and Spanish from Key Stage 2 to 5. My role expanded to work closely with the University of Nottingham, leading a regional network to develop best practice in Language education. My husband's job eventually led to our relocation to Warwickshire. After some time away from teaching to have children, I began to miss my work and I was excited to take on the role of French teacher at Crackley Hall School in January 2022.

I love being part of the Crackley family and feel lucky to work in such a fantastic school. I firmly believe that children learn best when they feel secure, happy and can believe in themselves. I aim to create a classroom atmosphere where children feel safe, excited, challenged, and inspired. Learning languages securely at primary level, helps to prepare children to become confident, global citizens who will be our leaders of the future.

When I am not in school, I am busy running around after my three young children. I enjoy cycling, running, reading, travelling, and spending time with friends and family.



Mrs Nicki Wildey

During my 28 years of teaching, both at my previous local school and at Crackley Hall, I have built up a wealth of expertise and skills.

I have taught across all the Key Stages from Foundation Stage to Upper Key Stage 2. I have enjoyed the responsibilities of co-ordinating History, Geography, RE, PSHE and Literacy

across my previous school, culminating in being part of the Senior Leadership Team as Acting Deputy Head and SENCo.

Although I loved studying History at the University of Sussex before I went on to take my PGCE, Drama has always been my passion and hobby. Drama helped me to blossom and grow in confidence through taking part in school plays. Aged 11, I joined a youth drama group in Solihull, which continued to fuel my enjoyment of performing through plays and LAMDA examinations.

I continued to perform through the thriving drama and musical societies at university and there, I began to produce and direct shows, with one being selected to play at the Brighton Festival. When I moved back up to the Midlands I immediately joined a local group where I performed in annual shows over a period of ten years. I now have the privilege of my hobby feeding into my professional life and I use all my experience, plus new learning, to continue to improve children's experiences of drama across the school.

I have three children who attend Princethorpe College. As a family we all enjoy sports such as running, cycling, football and rugby although my rugby playing days are over and I participate in a mostly spectator capacity now! My husband coaches junior rugby at Camp Hill Rugby Club near Birmingham, where my son plays for the Colts. I regularly take part in cycling and running events and now venturing into the icy territory of wild swimming! I love running the Crackley Hall Drama department as the Performing Arts are such an integral part of the Crackley experience.





Admissions Process

Most of our pupils enter at Nursery and progress through to Reception. More pupils also join us at Reception and Junior 3, though pupils are welcome at any age dependent on a place being available. Places in other years are limited and in years where there is no place available we operate waiting groups.

We encourage prospective parents and pupils to visit us both formally and informally to get a true flavour of the school. We hold various Open Events throughout the year, including a specific Nursery and Reception Open Evening in September, which prospective parents and pupils are most welcome to attend. A meeting with Mr Robert Duigan, the Headmaster, is a key part of the admissions process.

Our Registrar, Mrs Jenny Vaughan (pictured) will be pleased to talk you through the admissions process and current availability. Contact her on 01926 514410/514444 or email admissions@crackleyhall.co.uk. See Key Admissions Dates and our website for further details, www.crackleyhall.co.uk.

Nursery

We take children from when they turn two-years old and advise parents to apply in good time, ideally a year in advance. If you are interested in your child attending Little Crackers we would recommend that you contact Mrs Jenny Vaughan, our Registrar, who will advise you on the Nursery admissions process and provide you with a Nursery Prospectus Information Booklet.

Reception - 2024

Early Bird Applications

Those already attending Little Crackers in the pre-school year, and siblings, are given priority for places in Reception, and any external candidates with strong interest in a place in Reception, are able to apply and take advantage of our early bird application process. The deadline for early bird applications is **Friday 20 October 2023**. Please return your completed Registration Form with the accompanying fee of £50 (non-returnable) by this date.

External applicants will be invited to bring your child in for a taster session in pre-school. Subject to availability and a satisfactory visit offer letters will be sent out first class on **Friday 17 November 2023** with a Confirmation of Acceptance Form, which we ask you to complete and return to us together with a deposit of £300 by the acceptance deadline of **Friday 1 December 2023**.

On-time Applicants

Applicants interested in a place in Reception following similar timescales to the state application process, need to register by the deadline of **Monday 5 February 2024**: once we have received your completed Registration Form and accompanying fee of £50 (non-returnable) external applicants will be invited to bring your child in for a taster session in pre-school.

Subject to availability and a satisfactory visit, offer letters to applicants will be sent out first class on **Friday 1 March 2024** with a Confirmation of Acceptance Form, which we ask you to complete and return to us together with a deposit of £300 by the acceptance deadline of **Tuesday 7 May 2024**.

Current Reception to Junior 6

Applications for places in the current Reception to Junior 6 will be treated on an individual basis as places are limited. In years where there is no place available we operate waiting groups. Please contact Jenny Vaughan, our Registrar to discuss these on an individual basis.

Should the possibility of a potential place be available you will be invited in to meet with Mr Duigan, the Headmaster, then if appropriate you should complete a Registration Form and return it with the accompanying fee of £50 (non-returnable), after which time your child will be invited in for a taster day.

During the taster day children in Reception and Junior 1 will be assessed informally. Children in Junior 2 to 6 will be given assessments in Mathematics and English.

Once a taster day is arranged, we will contact you to advise that we plan to seek a reference from your child's current school. Following the taster day, confirmation of a place being offered would be made in writing subject to a satisfactory reference being received.

To secure your place return your completed Confirmation of Acceptance Form with a deposit of £300 within 14 days of the date of the offer being made.

The final deadline for applications and completed registration forms for entry in September 2024 is **Friday 24 May 2024**. All incoming pupils need to have completed the admissions process by **Friday 7 June 2024** to enable your child to attend our Induction Morning. (Although a place at Crackley Hall may become available after this date, and applications will be processed, we cannot guarantee availability of places.)

Note: Deposits are refunded after the end of the final term which the pupil spends at the school.

Induction

New pupils are given the opportunity to familiarise themselves with the school, staff and fellow pupils when they are invited to our Induction Morning in the Summer Term.

Bursaries

Bursaries are available for pupils wishing to join Crackley Hall School and would normally only be awarded to children from Year 3 upwards. Whilst the main financial criteria are household income and net assets, each application is considered on its own merits.

Applications are made via an online system, please contact feessupport@princethorpe.co.uk to be sent a link to the system.

Applications for bursaries are means-tested and reviewed by external consultants.

Fees

Registration fee - £50.00 (non refundable)

A non-returnable deposit of £300 will be requested at the time of a place being offered, and this will be refunded *after* the end of the final term which the pupil spends at the school.

Fees

Reception including lunch	£3,855 per term
Junior 1 & 2 including lunch	£4,064 per term
Junior 3, 4, 5 and 6 including lunch	£4,290 per term
Swimming	£70.00 per term

Reception class where claiming free entitlement

Children are entitled to 15 hours a week free-of-charge for the school year. The entitlement starts the term after the child turns three and ends the term after they turn five or at the end of Reception, whichever is earlier.

Employer's Child Care Vouchers are accepted. Please contact Mrs Gina Malin in the Bursary (01926 634273) for further details.

Where parents are in receipt of the free entitlement then the charge for additional services is:

Reception additional services including lunch	£3,078 per term
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Payment of Fees

Fees are due on or before the first day of each term. Parents can view their accounts and bills for each term using the Bills and On-line Payment site. Advice is sent by email when bills become available for a new term.

Parents are requested to make payment to us in the following ways:

- direct debit, form is available from the Bursary;
- debit card payment, via the Bills and On-line Payment site
- direct bank transfer; please state billing reference number and send to:

Bank	HSBC Bank plc
Account Name	The Princethorpe Foundation - Crackley Hall
Sort Code	40-26-04
Account Number	01318128

Parents are asked to be vigilant in respect of any communications purporting to be from the Foundation requesting money that do not match our normal procedures.

Please note:

- **invoices are only available through the Bills and On-line Payment site;**
- **our bank account details will NOT change during the academic year 2023-24;**
- **if you receive an email purporting to amend our bank details, do not make any payment and please contact us by telephone immediately to clarify;**
- **we do not email details of unsolicited discounts for payment of funds.**

Please contact the Bursary if you have concerns about any communication you receive and in particular if you receive any request for payment of funds outside our normal routines.

Please note we do not accept payment in cash for the fee bill.

School Fees Refund Scheme

The charge for this optional scheme is 0.82% of the tuition fee after any discounts have been applied.

Please note that trustees are unable to refund fees in the event of illness or disruption to a school term.

Late payment of fees

Interest is charged for late settlement of fees at a rate of 4% per annum or part thereof.

Letters relating to late payment of fees are charged at £10.

Sibling discount

Discounts on the main tuition fee are automatically applied to siblings (the youngest sibling is charged the full rate 5% for second and third siblings, 10% for fourth and subsequent siblings) and apply whilst there are two or more children attending schools in the Foundation but excluding children attending the Nursery.

Optional charges

After-school care to 6.00pm - (including a snack) £5.00 per hour or part thereof.

Late collection 6.00pm - £10.00 per half hour or part thereof.

Learning Support - £17.90 per half-hour for individual lessons.

Lunches

Lunch is included in the fees for all years

Music and extra-curricular activities

Music lessons are available for various instruments. Music fees are negotiated with, and invoiced separately to, parents by tutors to whom enquiries and payments should be directed.

Similar arrangements apply to extra-curricular activities provided by external agents.

Terms and Conditions

Those who pay a deposit to secure a place, subsequently turning it down before admission, will forfeit the deposit in its entirety. The school requires a term's notice of a pupil's departure from school; this requirement also applies for pupils joining the school. Parents should ensure they are familiar with the school's terms and conditions.

We reserve the right to seek confirmation that all fee liabilities to a previous school have been fully discharged before the pupil enters Crackley Hall.

Interest is charged for late settlement of fees at a rate of 4% per annum or part thereof. Letters relating to late payment of fees are charged at £10.

Bursaries are available for qualifying applicants. Please speak to the Headmaster for further details.

Withdrawal

One full term's notice, in writing, is required in the event of a pupil being withdrawn from the school. A half of a term's notice is required for the termination of music lessons. The School reserves the right to charge the appropriate fees in lieu of notice.

The School reserves the right to resign the charge of any pupil:

1. who, in the opinion of the Head, is unlikely to profit from a further stay in the School;
2. who, by misconduct, has, in the opinion of the Head, prejudiced the right to belong to the School community;
3. whose fees have not been paid. In such an event, no consideration will be given to repayment or remission of any fees.

Full Terms and Conditions are available on request or from our website www.crackleyhall.co.uk.

** Princethorpe College, Crackley Hall School and Crescent School.*



Practicalities

Term Dates - 2023/2024

Michaelmas Term

Monday 4 September to Wednesday 20 December 2023

Half Term

Saturday 21 October to Sunday 5 November 2023

Lent Term

Monday 8 January to Friday 22 March 2024

Half Term

Saturday 10 February to Sunday 18 February 2024

Trinity Term

Monday 15 April to Wednesday 3 July 2024

Half Term

Saturday 25 May to Sunday 2 June 2024

Term Dates - 2024/2025

Michaelmas Term

Tuesday 3 September to Wednesday 18 December 2024

Half Term

Saturday 19 October to Sunday 3 November 2024

Lent Term

Tuesday 7 January to Thursday 3 April 2025

Half Term

Saturday 15 February to Sunday 23 February 2025

Trinity Term

Monday 28 April to Thursday 3 July 2025

Half Term

Saturday 24 May to Sunday 1 June 2025

The School Day

The school day is divided into six teaching periods, beginning at 8.25am, but to help busy mums and dads we are open from 7.45am until 6.00pm. Many children stay on after school for homework, clubs or sporting activities.

08.20 - 08.35	Registration
08.35 - 08.50	PSHCE/Assembly/Guided Reading/Hymn Practice/Booster/Provision for More Able/Collective Worship
08.50 - 09.50	Lesson 1
09.50 - 10.20	Assembly
10.20 - 10.40	Break
10.40 - 11.40	Lesson 2
11.40 - 12.35	Lesson 3
12.35 - 13.40	Lunch
13.40 - 13.45	Registration
13.45 - 14.40	Lesson 4
14.40 - 15.35	Lesson 5
15.35 - 15.45	Tutor Period (Junior 3 - Junior 6)
15.35	Home Time (Reception - Junior 2)
15.45	Home Time (Junior 3 - Junior 6)
15.45 - 17.00	Co-curricular Activities
15.45 - 18.00	After School Care - Please contact the office for further details.

Visiting Music and Extra-Curricular Providers

Alistair Banks	<i>Karate</i>
Andrew Bayley	<i>Bayleaf Cookery</i>
Chris Buxton	<i>Fencing</i>
Mrs Jane Ebbon, BA, PGCE	<i>Sax/Clarinet/Double Reeds</i>
Mrs Katrin Gilbert, BFA, MM, PGCE	<i>Violin</i>
Mrs Tania Goode, ALCM	<i>Singing</i>
Miss Jasmine Hanlon	<i>Move It, Shake it, Dance</i>
Dylan Herbert	<i>Brass</i>
Russell James	<i>Chess</i>
Mrs Claire Lomas	<i>Cello</i>
Mrs Denise Moore	<i>Ballet</i>
Matteo O'Donoghue	<i>Coding</i>
Ms Danielle Palmer	<i>Guitar</i>
James Roe	<i>Tennis</i>
David Smith	<i>Complete Cricket</i>
Ms Sonal Sonecha	<i>STEM</i>
Matt Steele	<i>Rugby Tots</i>
Mrs Shoshana Stokes, B Mus, NBA, ADPA	<i>Singing</i>
Simon Wagstaff	<i>Drums</i>

Fees for individual Music tuition and other extra-curricular activities provided by external agents, are negotiated with, and invoiced separately to parents by the external providers to whom enquiries and payments should be directed.



Co-curricular Activities

Before school, at lunchtime and after school, the children can take part in a variety of clubs and activities to suit all tastes. Activities change each term with the exception of:

- Chess
- Ballet
- Karate
- Dance

Some of these are run by external agents, who provide a very good service that the children enjoy. Most members of staff offer clubs, for example, ICT, Lego, Yoga, Mindfulness, Sewing, Sketchbook, Orchestra, Choir, Exam Skills and Prep Club, French and Story Club, to name a few.

Activities after school generally run from 3.45pm to 4.45pm. Details of activities are available on our online system SOCS at the end of each term and parents can login to put their child's name down for a preferred activity. Please note that some activities are restricted in number.

Example Co-curricular Activities Timetable for the Trinity Term

Day	Before school	Lunchtime	After school
Monday	Mini Brass* J2 Brass Club* J3-J6	Lego J2 Library Club J5-J6 Mindfulness Colouring Club by selection	Digital Art J5-J6 Doodles Art Club J1-J2 Mad Science* J1-J6 Gym Club J5-J6 Athletics J3-J4
Tuesday	Choral Group J3-J6	Sewing J2 Multisports all years Mandarin J4-J5 ICT J3-J6 Maths Challenge J4-J5 Lego J4	Bayleaf Cookery* J2-J4 Move it Shake It* R-J2 Mini Tennis J1-J2
Wednesday	Chamber Choir	Chess* all years Entrance Exam Prep J5 RE Club J3-J6 Drama Festival Club J1-J6 French Club J2	Formula 1 J4 Rounders J5-J6 Cricket J5-J6 Percussion Group* J3-J4
Thursday	Flute Group* J3-J6	Ballet* all years Gifted & Talented Art by selection Mandarin Club J3 Story Club J3-J6 Ballet* J2-J6	Cricket J3-J4 Rounders J3-J4 Athletics J5-J6 Move it Shake It* J3-J4
Friday	Recorder J3-J6	Orchestra J3-J6	ATMA Karate* all years Cross Country J5-J6

* Please note items marked with an asterisk are run by external providers and there is a charge for these.

During the Michaelmas and Lent Terms clubs include Netball, Football, Hockey and Cross-Country.



School Uniform

Full uniform must be worn to and from school at all times.

Please contact the School Shop at Princethorpe College on 01926 634272 or email uniform@princethorpe.co.uk for an appointment.

School shop opening hours during term time are as follows:

Monday and Wednesday 3.30pm – 4.30pm

During the school holidays the shop is open by appointment only. This is particularly useful for new parents who need to buy the complete range of uniform etc as they will be the sole customer at the time and waiting will be avoided.

Current parents wishing to place an order need to complete an order form, which is available from the school office. Orders will be made up and available for collection from Crackley Hall School each Friday during term time. Alternatively, parents can collect the order from the school shop at Princethorpe College during the shop's opening hours, or by prior arrangement from Princethorpe College's main reception.

All clothing, including underwear, socks and footwear, must be marked with the child's name.

Listed items are compulsory unless stated otherwise.

Girls

General

- School coat
- Maroon blazer with school badge
- Tartan skirt (J5 and J6)
- Tartan pinafore (R to J4)
- White long-sleeved blouse
- Teal jumper with maroon stripe
- School tie (clip-on for R to J2; standard J3 to J6)
- Flat black shoes (not patent)
- Black knee length socks or black cotten-soft tights
- Maroon Science/Art overall
- Book bag with logo (R to J2)
- Backpack with logo (J3 to J6)
- Maroon school hat with badge
- Hair accessories in maroon and white stripe (available from school office)
- Maroon scarf (optional)
- Maroon gloves (optional)
- Maroon warm hat (optional)

Games Kit

- White polo shirt with school logo
- Black skort
- Games Top (J3 to J6)
- Black tracksuit jacket with school logo
- Black tracksuit bottoms with school logo
- Fleece Top with school logo
- Maroon sports socks (Winter, J3 to J6)
- Plain white short socks for summer
- Hockey stick (J5 and J6)
- Shoes suitable for astroturf
- for hockey (J3 to J6)
- Black plimsolls (R to J2)
- Trainers with no marking soles (R to J2 velcro please!)
- Black swimming costume (J3 and J4)
- Silver swim hat with school logo (J3 and J4)
- Sports bag with logo (J3 to J6)
- Drawstring bag (R to J2)
- Drawstring bag for Swimming (J3 and J4)
- Gum shields for Hockey (J3, J4, J5 and J6)

Summer Uniform

- Maroon and white striped dress
- Maroon school hat with school badge
- White knee high or ankle socks

Boys

General

- School coat
- Maroon blazer with school badge
- Black trousers
- White shirt (short or long sleeves)
- Teal jumper with maroon stripe
- School tie (clip-on for R to J2; standard J3 to J6)
- Sensible black shoes
- Black ankle socks
- Maroon science/art overall
- Maroon cap with school logo
- Book bag with logo (R to J2)
- Backpack with logo (J3 to J6)
- Maroon scarf (optional)
- Maroon gloves (optional)
- Maroon warm hat (optional)

Games Kit

- White polo shirt with school logo
- Black games shorts
- Games Top (J3 to J6)
- Black tracksuit jacket with school logo
- Black tracksuit bottoms with school logo
- Fleece Top with school logo
- Maroon sports socks (J3 to J6)
- Plain white short socks for summer
- Hockey stick (J5 to J6) (optional)
- Black plimsolls (R to J2)
- Trainers with non marking soles (R to J2 Velcro please!)
- Black swimming trunks (J3 and J4)
- Silver swim hat with school logo (J3 and J4)
- Sports bag with logo (J3 to J6)
- Drawstring bag (R to J2)
- Drawstring bag for swimming (J3 and J4)
- Gum shields for Hockey and Rugby (J3, J4, J5 and J6)

Summer Uniform

- White short sleeved shirt
- Maroon cap with school logo
- School tie
- Black ankle socks
- School black shorts (optional)

Please note that Winter Uniform must be worn from October half term and Summer Uniform from after the Easter Holiday.

House System

Children are allocated into one of four houses and can earn points during the year for their house team. Points are awarded for good work and effort in the classroom and neat or improved work. We have a range of inter-house competitions during the year including Sports Day and other house events for sport, drama, art and music.

Our houses are named after the planets, Jupiter, Mars, Saturn and Venus and a keen sense of collegiality and competition is encouraged and engendered.



Past Pupils' Association

Crackley Hall School has been in existence since 2001, but prior to that it was called St Joseph's School and before that St Joseph's Convent School.

Over the past few years we have held a number of reunion events, most recently a, slightly delayed due to Covid, 75th Anniversary Open House and Mass and a Gala Ball in 2022. It was lovely to welcome back former staff and pupils and we will certainly be planning further events for our 80th Anniversary in 2025.

One area that the school would like to develop is the ability to access all the highly talented past pupils we have, to either build links or encourage them to come and speak to the children about their jobs. If you can help please contact the school.

Why not register on Princethorpe Connect, our online alumni community at <https://connect.princethorpe.co.uk> to keep in touch and receive information on the latest news and events.

You can also subscribe and contribute to The Old Princethorpean termly e-newsletter www.oldprincethorpeian.co.uk.

Alumni, former staff and parents of St Joseph's and Crackley Hall, as well as the other schools associated with our Foundation - Princethorpe College, St Mary's Priory, St Bede's, St Joseph's, Crackley Hall, Abbotsford and the Crescent are welcome to participate in or attend all our events.

Please do keep in touch, we always love to hear the latest news about our past pupils.



Pastoral Care

Crackley Hall is an environment where pastoral care and academic progress are given equal weighting in importance. We pride ourselves on knowing the whole child and because staff know their pupils and many of their families so well, children are fully supported in times of need and on a day to day basis.

Our 'open door policy' allows any concerns to be aired and dealt with quickly and effectively. This means that staff are available to parents before and after school all week. At the core of our ethos is the Catholic faith, a faith that teaches love, honesty, forgiveness and friendship. All of these values pour into the day to day life of our school. Whilst the Catholic roots are at the heart of our school we also learn about world religions in RE lessons and through collective worship.

Our children are actively encouraged to be open and staff ensure that their voices are heard. We have a weekly session of 'circle time' (however children can also request a circle time if they feel they need to talk to their class at any time). This involves children airing any concerns they may have or it can be a time when we celebrate kindness and achievement. Any concerns are voiced in a 'no name' culture so that children do not feel embarrassed and this often results in a huge amount of honesty being portrayed.

We also run a Student Council that meets regularly. Children from Junior 1 to Junior 6 discuss the minutes of the last meeting with their classes and then feedback at the meetings on any new ideas their peers may have. This has led to a variety of initiatives being put into place and taught all the staff that the children really do see school from a different viewpoint and that their voice must be heard. The children elect their student councillors in class each year.

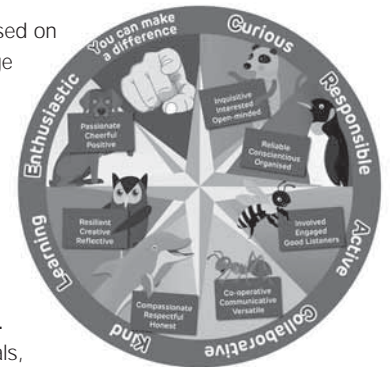
Every Friday morning our school community comes together for 'Celebration Assembly'. This is a time when we celebrate achievement, effort and success right across the curriculum and often includes rewards for behaviour, kindness and out of school achievements, once again ensuring that the efforts of the whole child are valued and respected. It has often been said that each child gets their moment to sparkle in this special assembly. Come along to one and see!

Crackley Compass

The Crackley Compass is a set of ambitions based on the school's ethos and values that will encourage and support all Crackley's pupils and help them to get the best out of their time at the school.

Developed in conjunction with pupils, the Compass is aimed to develop seven skills, qualities and behaviours. It asks pupils to be Curious, Responsible, Active, Collaborative, Kind, to engage with Learning and be Enthusiastic. These, in turn, spell out 'Crackley'.

Represented and brought to life by seven animals, named by the children, the Crackley Compass is an integral part of the children's experience at school, engaging them in their learning and helping to build confidence and self-esteem.



The Crackley Compass friends who help bring the Compass to life are:

- Sherlock the Meerkat who is Curious
- Professor Penguin who is Responsible
- Beezley the Bee who is Active
- Archimedes the Ant who is Collaborative
- Fin the Dolphin who is Kind
- Beaky the Owl who is always Learning
- Waggles the Dog who is Enthusiastic

The final section of the Compass states, You Can Make A Difference, The 'Y', therefore completes Crackley.

Linking to the compass theme, the Crackley Compass also asks the question 'Where are you heading now?'

An overview of the Curriculum



A broad and balanced curriculum is taught.

The curriculum is covered in three Key Stages: Foundation including Nursery and Reception; Key Stage 1, including Junior 1 and 2, and Key Stage 2, including Junior 3, 4, 5 and 6.

Initially there is a great emphasis on the importance of developing key skills in reading, writing, speaking, listening, numeracy and science. The curriculum is based on national guidelines and is supported by a wide range of co-curricular activities, outings and residential courses outside school. As a result, most children do exceptionally well in their tests and entrance examinations into local independent senior schools.

Art, Design Technology, French, Mandarin, Drama, Games, Music, RE and Science are mainly taught by subject specialists, particularly in Key Stage 2.



Summary by Key Stage

Foundation Stage Curriculum

The Early Years Foundation Stage, which is statutory in all schools, is the first part of the National Curriculum focusing on the distinct needs of children aged from birth to the end of the Reception year.

The environment and the curriculum in the Nursery and Reception classes provides the framework for each child's future learning by supporting and developing them through work and play. Careful planning in partnership with parents enables each child to reach their full potential.

The environment created at Crackley Hall allows children to play and learn, whilst having fun with adults who understand and care about them.

The Foundation Stage Curriculum is organised around seven areas of learning:

Prime areas:

- Personal Social and Emotional Development
- Communication and Language
- Physical Development

Specific areas:

- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design

Each of these areas has a number of objectives for the children to work towards and achieve by the end of the Foundation Stage. During the Early Years each individual child is learning through a high quality curriculum which is tailored specifically to them, having fun, making friends and learning along the way. They become confident and secure children, who, when the time comes, are well prepared for the National Curriculum as they continue their journey into Key Stage 1.

Key Stage 1

Building on the knowledge of the children through their development in the Foundation Stage, from Junior 1 the pupils begin a more formal curriculum. There is less emphasis on learning through play as they move through the Key Stage, and much more exploration of cross-curricular themes.

The curriculum is based on national guidelines, but pupils are encouraged to achieve well beyond these targets. The core subjects of Mathematics, English, Science, Computing and RE are taught, with pupils experiencing more structured lessons in History, Geography, Design and Technology, Physical Education and Games, French, Art, Drama, Music and Personal, Social, Health and Citizenship Education.

Emphasis is placed on the progression of numeracy, literacy and reading; learning of times tables and spellings is actively developed through simple homework tasks.

Key Stage 2

The structured approach begun at Key Stage 1 is continued and enhanced with pupils learning to become more organised and self-reliant as they get older. They begin to be introduced to verbal and non-verbal reasoning techniques, as well as increased opportunities for critical and creative thinking, imaginative and intellectual development, problem solving and scientific research.

English and Mathematics are taught by form teachers throughout the school. As the children move up the school, they are prepared for the expectations of independent senior schools as well as enabling them to experience fun and laughter in their learning.

In Junior 5 and 6, the curriculum increasingly prepares the children for entry into senior schools.

The curriculum is supported by a wide variety of educational trips covering a broad spectrum of interests from musical and scientific to adventurous and historic.

The development of team building skills through sport, and confidence when performing to a range of audiences through music, is an extremely important part of school life at Crackley Hall.

Assessment across the Key Stage is on-going and structured towards formative and summative assessments.

In Key Stage 2, pupils are encouraged to develop their handwriting, joining their letters in a smooth cursive style. Once they have mastered this technique, they are presented with a 'pen licence' and their own fountain pen, which they use in their books from that point on.

Key Stage 2 to Key Stage 3 Transition

The transition from Key Stage 2 to Key Stage 3 is a vital one. As part of the cross-phase co-ordination of Teaching and Learning a number of key events take place throughout the academic year. These prepare children for their studies in secondary school.

Specialist subject staff from Princethorpe College devise and deliver exciting learning experiences to enrich Crackley pupils' skills base. A cross-curricular approach is adopted to ensure that teachers at Crackley can embed these skills firmly within the Key Stage 2 curriculum.

We want our children to be inspired by creative teaching and learning; examples of the types of activities we have offered include - a photography workshop, a forensics science day, an introduction to Psychology and a whole school 'play in a day'.

Learning Differences and Development

We encourage all our pupils to reach their full potential. We recognise that some children may require extra support and we put this in place as soon as needed. This means that class teachers refer children to our Learning Support Co-ordinator as soon as they are concerned. Throughout the process of identification, assessment and delivery of support, we encourage parents' involvement and co-operation, to maximise the impact of interventions.

Support for a child may entail group or 1:1 teaching for which there is a termly charge. Children with speech, language or communication needs are supported by our resident speech and language therapist. Children who require this teaching will receive a structured, cumulative, multi-sensory learning programme tailored to their individual needs. If further assessment/advice is required from external professionals (eg educational psychologists), we support parents through the referral process. The school follows the guidance set out in the SEND Code of Practice 2015.



Able, Gifted and Talented

A rigorous and structured able, gifted and talented programme operates through the school, so we meet the needs of all children, whether that be in the classroom, on the sports field or on the stage.

Through a structured assessment and monitoring programme we are able to identify the specific needs of the individual child and implement strategies to extend them, support them or reinforce work that has been learnt.

Junior da Vinci at Crackley Hall

With support from our Foundation senior school, Princethorpe College, Crackley Hall has adopted the Junior da Vinci Programme to stretch children excelling in subjects and to raise aspirations across the school. The Junior da Vinci Programme identifies and recognises excellence in school through an approach that engenders a sense of independence, hard work and personal responsibility in the student. Hence, any individual can be a gifted or talented student if they work hard at it and are committed to knowledge.

The programme is named after Leonardo da Vinci because of his iconic status as a Renaissance man. The Renaissance Ideal considers man to be boundless in his capacities for development. It champions the notion that people should try to embrace all knowledge and develop wide-ranging capabilities as fully as possible.

In this way, we can encourage the children to extend their potential beyond a 'notional' limit and help them to see that knowledge and learning is not just something that happens to them but is actually an activity in which they can and should take an active part. With this 'growth mindset', they can remove any limits on their learning and see where a thirst for knowledge, a creative mind and dedication to pursue new learning can take them!



All staff members at the school will look out for evidence of mastery, practice and creativity in the work that pupils produce. When the teachers see evidence, they will award the student a Junior da Vinci merit – at Crackley, this is in the form of a creativity, practice or mastery sticker. When all three stickers have been awarded for a subject, the child is presented with an enamel badge by the Headmaster in assembly. Pupils who consistently perform at Junior da Vinci level will be offered rewards and further opportunities, such as attending special workshops or trips and receive recognition at weekly assemblies.

Assessment of Children's Progress

Assessment is integral to teaching and learning. During their time at Crackley Hall, children are continually assessed both summatively, through planned tests and assessments, and formatively, through observations, questions, marking and other day-to-day methods. Assessment procedures are applied consistently and provide information that assists staff in planning the next steps for learning. We know that children develop at different rates and look to see year-on-year progress based on their individual starting points. By regularly monitoring and tracking their progress, we can quickly spot children who might need extra help or accelerating to the next level.

Our belief is that by teaching the children in a lively, interactive style they will enjoy their learning and make sustained progress.

Educational Trips and Visits

At Crackley Hall, we feel strongly about giving our pupils a variety of opportunities to learn outside of the classroom. Trips and visits allow pupils to experience cultures, respect differences and develop new friendships with their peers and, thus, broaden their horizons and knowledge. They are a strong way to consolidate learning and the experience that a trip offers, can be directly related to the real world.

From visiting museums, theatres, religious centres and historical sites to going on cultural or sports-related residentials, school trips encourage young people to learn and socialise with their peers in a completely different way to within the classroom and are often the experiences they remember most. Residentials help develop pupils' self-esteem, self-confidence and self-belief.

Key Stage 1

Reception, Junior 1 and 2 have educational day trips to places such as Kenilworth and Warwick Castle, the Birmingham Sealife Centre and the MAD Museum in Stratford.

Key Stage 2

In addition to day trips, Junior 3 to 6, pupils go away on active residential trips, increasing the number of nights away as they progress through the year groups.

Leavers' Destinations

Our aim is to work with parents to give your child the best chance of getting into their first choice secondary school. We are very successful at this. Over the past year, due to our excellent teaching and pastoral care, almost every one of our pupils achieved this aim. This is a very important indicator for parents who want the best secondary school for their child.

Many of the pupils had multiple offers to choose from and a high number of scholarships were awarded. The majority of our Junior 6 pupils do go on to Princethorpe College, but children have also been awarded places in recent years at King's High School, The Kingsley School, King Henry VIII, Warwick School, Bablake, Solihull and local grammar schools. A high percentage of our Junior 6 leavers earn scholarships from their secondary schools.





Departmental Information

Art

At Crackley Hall Art forms an important and integral part of the curriculum. We believe art education stimulates creativity and imagination whilst giving the child unique opportunities to develop intellectually, emotionally, physically and socially. It provides all children with the opportunity to express themselves and to develop their understanding of, and respond to the world around them. Art is taught as an individual subject as well as incorporated in many other curriculum lessons (from the Stone Age to Andy Goldsworthy), to provide a purposeful context and further enrich pupils' learning. Each topic taught will be linked into other subjects within the curriculum to increase understanding.

Artist in residence days, workshops and trips to local art galleries, further enrich the art curriculum at Crackley Hall, and we offer a range of extra-curricular art clubs throughout the year. These include collage, clay modeling, sewing, painting and summer crafts. We also enter and do well in many competitions, local and national.

Below you will find an overview of what your child will be expected to learn in each of the Key Stages.

Key Stage 1

In Key Stage 1 the children learn to use a range of different materials creatively to design and create their works of art. They draw, paint and sculpt materials such as clay to develop techniques in using colour, pattern, texture, line, shape, form and space. They also learn about the work of a range of artists, craft makers and designers.

By the end of Key Stage 1, children have become accustomed to using a sketchbook to record ideas and observations.

Key Stage 2

In Key Stage 2 the children are taught by subject specialist teachers and learn to improve their mastery of art and design by learning specific drawing, painting and sculpture techniques. They experience using a wider range of materials, including textiles, lino printing, mosaic tiling, glass painting and felting. Children regularly record their observations and ideas in their sketchbooks and use them to review and evaluate improvements. They continue to learn about great artists, both past and present, and to openly discuss how this influences their work. A dedicated Black History fortnight allows children to find out more about artists who tell their tale through a variety of mediums exploring African-American culture in a bid to educate our pupils about racism.

Many of these topics are taught with the aim of sustainability – reusing and recycling wherever possible.

A dedicated Black History fortnight allows children in both Key Stages, to find out more about artists who tell their tale through a variety of mediums, exploring African-American culture in a bid to educate pupils about racism. We also include One World Week in the Art programme, as we strive to find out more about world religions and religious art.

Computing

The core of Computing curriculum is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as positive, safe, active participants in a digital world.

EYFS

Children in Reception learn what different digital devices are and identify when they use them. They discuss how to stay safe when using devices and what to do if they are unsure of something online. They use the iPads to complete basic programming and coding principles, create digital art and the skills to find and use the iPads to research information.

Key Stage 1

Children are taught the three strands of computing:

Digital Literacy:

How to use technology safely and responsibly and identify a range of technology at home.

Information Technology:

How to use technology purposefully to create, organise, store and manipulate digital content.

Computer Science:

Understand what algorithms are; how they are used as programs on digital devices and that programs execute by following precise instructions.

Key Stage 2

Children are taught the three strands of computing:

Digital Literacy:

How to use technology safely and responsibly and build a positive functional digital footprint. Understanding how networks aid collaboration and progress.

Information Technology:

Design a range of programs and systems that have a specific purpose, including collecting, analysing, evaluating and presenting data.

Computer Science:

Children design, write and debug programs that use more advanced variables and inputs/outputs. They will understand how computer networks work and how they help the world.

Design and Technology

Design and Technology is taught at Crackley Hall from Junior 1 to Junior 6. Within the Foundation Stage the children start developing their skills through both the Creative area of learning and through their Knowledge and Understanding of the World. The aim of teaching Design and Technology is to give the pupils the skills to think imaginatively and creatively to prepare them to participate in tomorrow's rapidly changing technologies. They are given the opportunities to become autonomous and creative problem solvers, as individuals and members of a team. They look for needs, wants and opportunities and respond to them by developing a range of ideas and making suitable products. They combine practical skills with the understanding of aesthetics, social and environmental issues, function and industrial practices.

Educational visits are carried out where appropriate, such as visiting the MAD Museum in Stratford-upon-Avon with Junior 1 to look at how things work and the mechanisms used, this also links into STEAM.

STEAM stands for Science, Technology, Engineering, Art and Maths and is a focus of many of the Design and Technology lessons each year. There is a STEAM club for different year groups, which helps them to develop skills in a number of areas linked to these exciting subjects with a hands on approach.

Key Stage 1

By the end of Key Stage 1 the children should be able to:

- Use a range of materials to design and make simple products.
- Select materials, tools and techniques appropriate to the task and explain their choice.
- Understand how simple structures and mechanisms work.
- Measure, assemble, join and combine materials in a variety of ways using basic tools safely.
- Investigate and evaluate simple products, commenting on their main features.
- Build structures, exploring how they can be made stronger, stiffer and more stable.
- Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.
- Use the basic principles of a healthy and varied diet to prepare dishes.
- Understand where food comes from.
- Evaluate own and others' work, suggesting ways of improvement.

Key Stage 2

By the end of Key Stage 2 the children should be able to:

- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.
- Design and make quality products using their knowledge and understanding of a range of materials, components and techniques.
- Choose and use a range of materials and components, depending on their functional properties and aesthetic qualities.
- Use understanding and knowledge and apply these to be able to strengthen, stiffen and reinforce more complex structures.
- Accurately measure, mark, cut, join and combine a variety of materials, working safely and recognising hazards to themselves and to others.
- Investigate and analyse a range of existing products, and know how they work, including mechanical and electrical systems.
- Understand how key events and individuals in design and technology have helped shape the world.
- Apply their understanding of computing to program, monitor and control their products.
- Understand and apply the principles of a healthy and varied diet.
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
- Evaluate their own and others' work suggesting ways of improvement.



Drama

Drama is an integral part of who we are at Crackley Hall School. Pupils experience a weekly drama lesson where we explore and develop the children's creativity, confidence and talents alongside a strong spirit of co-operation and collaboration. Drama is not just confined to lessons and we offer a host of opportunities for the children to further develop their communication skills through performance poetry clubs, school performances, concerts, accredited LAMDA examinations and local drama festivals. We believe that Drama is an integral part of a child's education equipping them with crucial life skills including confident communication, collaboration and enjoyment.

Key Stage 1

During Key Stage One, the children play a range of drama games to encourage diction, vocal and facial expression, and appropriate reactions. We use fairy tales to explore characterisation through speech, dance, song and movement. We work together to create a group performance of a poem learnt from memory and proudly perform it to an audience. In addition, we host further stage performances including our Christmas Nativities and our annual Summer Show, where we tread the boards at the Royal Spa Centre in Leamington, performing to family and friends. We also have an opportunity to individually learn a poem from the LAMDA syllabus to perform to examiners in the Trinity Term, which encourages the children to communicate effectively and gain a more formal measure of their achievement in this area.

Key Stage 2

Key Stage Two drama lessons build on Key Stage One by further developing the children's speaking and listening skills. The children are encouraged, through games, group and paired work to collaborate effectively, build their self-esteem and enjoy working as an ensemble. This is enhanced through opportunities to perform to a wider audience through a carol concert, an Easter presentation, an Evening of Performing Arts, entertaining grandparents and parishioners at a Strawberry Tea and our annual summer show at the Royal Spa Centre in Leamington. Here, pupils gain the experience of being part of a chorus, or, in the case of our Junior 6 children, having the main roles, all in a real theatre with lights, sound effects, a live band and exciting staging.

Drama is woven into our school's story, offering opportunities to all children to be the very best they can be and celebrating their successes.

English

English is a vital way of communicating in school, public life and internationally. In studying English, pupils develop skills in Speaking and Listening, Reading and Writing. It enables them to express themselves creatively and imaginatively and to communicate with others effectively.

The study of English helps pupils understand how language works by looking at its patterns, structures and origins. Using this knowledge, pupils can choose and adapt what they say and write in different situations.

We aim to help children to develop a love for the English language; through the spoken and written word, by providing a literacy 'rich' environment. We recognise that English is a core subject within the National Curriculum and a prerequisite for educational and social progress.

At Crackley Hall, we strive for an integrated approach to literacy where we aim to instil a love of speaking and listening, reading and writing. Pupils learn to become enthusiastic and critical readers of stories, poetry and drama as well as non-fiction and media texts. We recognise the importance of reading as a crucial factor in a child's academic journey, as well as the pleasure it brings. This emphasis cannot be underestimated.

Throughout their study of English, pupils develop their understanding that writing is both essential to thinking and learning and is also enjoyable in its own right. They learn to read like a writer and write like a reader.

Our English curriculum is planned around a core text and themed to link with other topic areas being studied by the pupils.

Key Stage 1

Pupils learn to speak confidently and listen to what others have to say. They begin to read and write independently and with enthusiasm. A phonics programme is introduced in the Foundation Stage and daily lessons support pupils' development throughout the key stage and into Junior 2. Reading books are given to children and daily reading with staff is enjoyed. Pupils use their developing language to explore their own experiences and imaginary worlds.

Key Stage 2

Pupils learn how to speak in a range of contexts, adapting what they say and how they say it to the purpose and the audience and learn how to respond appropriately to others.

The move to more independent reading is encouraged and pupils increase their ability and stamina to read challenging and lengthy texts, analysing and discussing them with others. Pupils are directed to a range of appropriate texts and personal choice is emphasised as a key motivating factor for continued success. Writing is developed as they learn the main rules and conventions of written English and understand the process of planning, drafting and editing.



Forest School

What are Forest Schools?

The philosophy of Forest Schools is to encourage and inspire individuals of any age through positive outdoor experiences.

By participating in engaging, motivating and achievable tasks and activities in a woodland environment each pupil has an opportunity to develop intrinsic motivation, as well as sound emotional and social skills. These, through self-awareness, can be developed to reach personal potential.

Forest Schools aim to develop:

- Self-awareness
- Self-regulation
- Intrinsic motivation
- Empathy
- Good social communication skills
- Independence
- A positive mental attitude, self-esteem and confidence

Forest School at Crackley Hall

At Crackley Hall, Forest School sessions involve many things and we aim to have a period of at least an hour of uninterrupted Forest School for participating classes with our dedicated Forest School practitioner.

The children are free to choose amongst many activities; some will have been introduced by the leader, for example bug hunting, mud painting, collecting, counting. Many are child-initiated and these are as varied as the children and participants involved and often draw on recent learning experiences; some examples include building fairy houses, making stone age tools and pictures (Junior 1 having recently learned about prehistoric man) and almost always some children choose shelter building.

Over time, children participating in Forest School sessions can experience an increase in their self-belief, ability to work cooperatively with others, confidence, learning capacity, enthusiasm, communication and problem-solving skills and emotional well-being.

Forest School at Crackley has been running since 2016 and class teachers are recognising the short term benefits. Children are more focused and ready to learn when they return to the classroom and more willing to collaborate on projects with others. Longer term benefits are being seen as higher self-esteem and willing to initiate something they would otherwise be reluctant to try.

French

Learning French at Crackley Hall aims to foster children's curiosity, inspire a love of language learning, and deepen their understanding of and respect for the world. The teaching enables children to express their ideas and thoughts in French. They learn to understand and respond to its speakers, both in speech and in writing. The children not only learn a new language, they also learn more about their own language.

Key Stage 1

The children play games, sing songs and participate in role-play during our weekly French lessons. They learn some French phonics, vocabulary and begin to speak and understand some basic French phrases. They start responding to a foreign language and learn to listen carefully in order to discriminate sounds and identify meaning. They begin to understand about a culture other than their own.

During their lessons they learn about France, including French culture, history, modern life and other French speaking countries. At this stage the children begin to develop an understanding of the structure of language, which is another essential building block to enable our children to communicate effectively in another language.

Key Stage 2

The children spend an hour a week developing their knowledge, skills and understanding of French. As they progress through the school they hone their skills in both the written and spoken word.

A range of strategies is used to engage the children including the use of ICT, role-play, songs, dialogue and practical activities. In Junior 5 and 6, pupils correspond with French children at our French partner schools as part of our pen pal project. The curriculum is differentiated across all the years in order to develop strengths and support children where appropriate.

By the end of Junior 6 children listen to and understand short passages or instructions in French, take part in simple conversations and write simple sentences. They understand basic grammar and can use dictionaries and glossaries effectively. Most of all they have gained in confidence and are excited to be able to communicate in another language, having learnt an important skill and gained knowledge that will stand them in good stead as they grow towards adulthood. By the end of Junior 6, they have laid a solid foundation for successful language learning in the future.

For our children to have the opportunity to learn French from so young an age is hugely advantageous. Young children absorb new skills, knowledge and understanding so easily that it is important for us to expose them to new ideas, including learning another language as soon as possible.



Geography

Geography is taught weekly to each class from Junior 1 to Junior 6. With the Foundation Stage, this area of learning is included in *Understanding of the World*.

Geography at Crackley Hall provokes and answers questions about the natural and human worlds, using different scales of enquiry to view them from different perspectives. It develops knowledge of places and environments throughout the world, an understanding of maps, and a range of investigative and problem-solving skills both inside and outside the classroom.

Geography is a focus within the curriculum for understanding and resolving issues about the environment and sustainable development. As our pupils study Geography, they encounter different societies and cultures. It helps them realise how nations rely on each other. It can inspire them to think about their own place in the world, their values, and their rights and responsibilities to other people and the environment.

We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. It is important that children develop the skills of a geographer by fully immersing them in all areas of the subject. The local area is fully utilised to achieve desired outcomes, with opportunities for learning outside the classroom embedded in practise. School trips and fieldwork are provided to give first-hand experiences, which enhance children's understanding of the world beyond their locality.

Key Stage 1

In Years 1 and 2, children have 45 minutes of Geography a week during which pupils learn about their local area, their place within the UK and the wider world. Other countries are studied and comparisons between life in these countries and the UK are made. Pupils will learn about the rainforest environment as well as the weather and seasons.

Key Stage 2

In Key Stage 2, pupils have one hour of Geography per week, building on their knowledge, looking in depth at natural disasters and their causes, studying and comparing different countries and environments, increasing their knowledge of the natural and human worlds. Lessons across both key stages involve multi-sensory resources, role-play, ICT and more, and give the pupils a chance to appreciate the world around them.

History

History is taught at Crackley Hall from Junior 1 to Junior 6. History is covered within the Foundation Stage, as part of the children's *Understanding of the World: Past and Present*.

The aim of teaching this non-core subject is to provide children with the opportunity to experience a 'sense of History', by gaining an understanding of the past.

Key Stage 1

For Junior 1, family life and homes (from cave dwellers to the first farmers) is taught in order to allow children to begin to understand the passage of time. Studying different times and cultures allows the children to develop a sense of self and where they belong in the world, whilst beginning to understand the importance of identity.

Junior 2 also study key events and famous people such as the Fire of London, the Plague, Florence Nightingale and William Shakespeare. Pupils visit Kenilworth Castle in their work on castles and fortresses and find out how the English language developed following invasions.

Key Stage 2

Key Stage 2 pupils study Ancient History from the Egyptians, to topics such as the Tudors, The Aztecs, The Titanic, WWI and WWII. All topics are well resourced with historical documents, visual resources and trips/visits where appropriate.

The curriculum is lively and includes role play, creativity and kinaesthetic teaching. History is linked to other subjects such as Art, English, Design Technology and Geography.

Other objectives are to understand why things happen and the outcome of events. To be able to recall, describe, select and organise historical information. To understand how we know about past events, and to evaluate evidence and artefacts.

Crackley Hall also organises visits to places of historical significance and hosts frequent visits by companies such as Off the Page! which brings fabulous all-day workshops to school to show the children how people would have lived at that particular time in history.

We believe that reinforcing learning through a very visual curriculum can only benefit the children. All lessons are adapted to suit the pupils' different needs.

Mandarin

Mandarin offers a unique opportunity for pupils to:

- Prepare for learning a foreign language that may prove helpful in the future
- Learn more about China, the Chinese, their place in history and their contribution to the world today
- Pursue a course which is markedly different and intellectually stimulating
- Undertake independent learning through the use of online activities and Chinese literature

Our main emphasis is to give pupils an understanding of the value of learning Mandarin, making the subject an enjoyable and stimulating experience, thus encouraging them to study the subject further.

The Mandarin curriculum is in line with Mandarin GCSE, foundation level.

Information about Chinese culture is included throughout the curriculum and features major Chinese festivals, Chinese schooling, Chinese birthday culture, Chinese values and the Chinese way of thinking. Children engage in discussion to compare and contrast the cultural differences between Britain and China.

Key Stage 1

Pupils learn vocabulary and short sentences in their favourite topics such as, 'myself', 'family' and 'pets' through rhymes, stories and engaging activities etc. They develop their skills to identify key words in listening and remember vocabulary and short sentences.

Mrs Huang uses genuine Chinese resources to get pupils to be familiar with Chinese culture.

Key Stage 2

On top of what pupils have been learning in Key Stage 1 in terms of vocabulary and short sentence structures, pupils learn skills to move up language levels. For example, pupils learn pronouns to be able to talk about the third persons, and they learn to use 'and' to extend sentence, and how to ask Chinese questions.

Pupils also start to embrace Chinese reading. Four percent of Chinese characters resemble pictures, called pictographs. Mrs Huang introduces pictographs to pupils first, to stimulate pupils' interest in identifying some interesting Chinese characters. They then learn radicals, (parts of the characters), to identify more complicated Chinese characters.

With writing, pupils learn to copy strokes (like lines) to begin with, then they learn character structures and writing rules to guide them to write radicals or simple characters in the correct stroke order. Eventually, they are able to refer to the stroke chart to write more complicated characters in the correct stroke order, independently.

All of this learning will help them to become independent Mandarin learners in the future.

Mathematics

Mathematics is taught by class teachers from the Foundation Stage through to Junior 6 and at Crackley Hall we teach for maths mastery. Children are placed in ability sets from Junior 4 to Junior 6. This provides them with work that is pitched at their level and ensures they achieve success.

Maths at Crackley Hall aims to equip pupils with a uniquely powerful set of tools to understand and change the world. These tools include logical reasoning, problem-solving skills, and the ability to think in abstract ways. The concrete – pictorial – abstract approach (CPA) has been adopted across school to enable the teaching and learning of mathematics as this is a highly successful way to facilitate a deep understanding of mathematics to all children and it leads to a real depth of understanding. Children who have mastered a concept will be able to show it with different concrete and pictorial representations and explain it using precise mathematical vocabulary. They will be able to teach it to someone else; they will be able to apply it across a range of contexts and in unfamiliar contexts and problems.

Maths is important in everyday life, many forms of employment: science and technology, medicine, the economy, the environment and development, and in public decision-making. Thus, we endeavour to relate our teaching to 'real-life' situations wherever we can and demonstrate bridges between topics enabling pupils to use previously learned skills, strategies and methods.

Maths is a creative discipline. It can stimulate moments of pleasure and wonder when a pupil solves a problem for the first time, discovers a more elegant solution to that problem, or suddenly sees hidden connections.

Key Stage 1

Pupils develop their knowledge and understanding of maths through practical activity, exploration and discussion. They learn to count, read, write and order numbers to 100 and beyond. They develop a range of mental calculation skills and use these confidently in different settings. They learn about shape and space through practical activity which builds on their understanding of their immediate environment. They begin to grasp mathematical language, using it to talk about their methods and explain their reasoning when solving problems.

Key Stage 2

Pupils use the number system more confidently. They move from counting reliably to calculating fluently with all four number operations. They usually try to tackle a problem with mental methods before using any other approach. Pupils explore features of shape and space and develop their measuring skills in a range of contexts. They discuss and present their methods and reasoning using a wider range of mathematical language, diagrams and charts.



Music

Music is taught by a specialist teacher for one hour every week. Lessons are divided into several parts that include listening activities, singing, theory (reading of music) and composition work.

Music is all inclusive and children are actively encouraged to become part of the choral group, chamber choir and orchestra.

Children are encouraged to perform at the Friday celebration assemblies. There are also a number of concerts throughout the year where children have the opportunity to perform. Whole school productions at the end of the year are extremely enjoyable and the children perform on the main stage at the Spa Centre, in Leamington Spa, with full sound and lighting as well as a live orchestra.

Children are actively encouraged to learn to play a musical instrument during their time at the school. Demonstrations and taster sessions are regularly available within school, led by the peripatetic staff to assist children in choosing a preferred instrument.

Music should be a memorable experience and children are encouraged to work both independently and as a team to achieve their highest potential. As a result, children leave school confident to embrace any musical experience that may arise in the future.

Key Stage 1

Each lesson starts with a musical warm up that involves movement and development of their listening skills.

To begin with, children learn to play the recorder. Music notation is taught in every lesson and the children perform the pieces taught throughout the year in either assembly or a performing arts afternoon. The latter event occurs in the Lent Term and all children are actively involved.

By Junior 2, children are encouraged to learn a musical instrument. There are several opportunities for solo performances from those who have individual lessons throughout the year.

Percussion instruments feature in a number of lessons and are a major part of composition lessons. Sound qualities are explored, and the children are taught how to blend the instruments to make a successful composition. They are also taught how to sustain an independent part.

Singing is also a fundamental part of every lesson and songs are either topic based or part of a larger production.

All children are involved in Christmas nativity plays and part of the summer production concert at the Spa Centre in Leamington Spa.

Key Stage 2

Singing is taught in every lesson and many of the songs are in parts. All the children from Junior 4 to Junior 6 are encouraged to take part in the Young Voices Concert at Resorts World Arena in Birmingham. This is a memorable experience for every child as they perform with talented musical artists and are exposed to a wide range of musical styles.

Children from Junior 3 to Junior 6 are invited to join Choral Group, which is an extra-curricular club that introduces a wide range of songs in either unison or parts.

Children in Junior 5 to Junior 6 can audition for Chamber Choir. This is a group of approximately 30 children who perform to an exceptionally high standard. With a wide repertoire the group performs on a number of occasions both within and outside school, such as Open Events and local festivals.

Recorder continues to be taught in Junior 3 and Junior 4. Tone production is developed and a wider range of notes is taught. Performances are given by all the children in either assembly or on the performing arts evening in the Lent Term.

As in Key Stage 1, children are actively encouraged to learn a musical instrument and those that are of Grade 1 standard or above, are invited to join Orchestra. In the Lent Term, we combine with Crescent School for an Orchestral Day.

All children who are part of Orchestra and Chamber Choir are invited to attend free international concerts hosted by Warwick University.

Composition work is a fundamental part of lessons and work is frequently based on the BBC 40 pieces. Those who play instruments are encouraged to use them in these activities; many styles and forms are explored and experimented with.



Physical Education

Physical Education is taught throughout the school by a number of staff members who are subject specialists. PE contributes to the overall education of pupils by helping them to lead full and varied lives through engaging in purposeful physical activity, developing their skills and understanding the importance of team work. It develops physical competence and helps promote physical development in cooperative as well as competitive situations, building resilience and fair play; both essential qualities in a modern world to develop the all-round child.

Crackley Hall is fortunate to have a good range of both outside and indoor facilities which we are looking to enhance considerably in the coming years. These include a well-equipped gymnasium, two netball courts and a main field for rugby, football, hockey, rounders, cricket and athletics. From Nursery up to Junior 6 pupils have the opportunity to make the most of these facilities in formal lesson time and co-curricular clubs. In addition, our Junior 5 and 6 children have the opportunity to use external specialist facilities in order to develop their skills and game play in netball and hockey. Our curriculum is varied to enable all children to improve their coordination and play individual and team games with confidence and enjoyment.

Key Stage 1

We develop and practise sending and receiving skills and introduce the principles of invasion games through small sided versions of rugby, football, netball and hockey. In the summer we introduce basic techniques of running and throwing in athletics, Kwik cricket and three-ball rounders. These activities are designed to develop co-ordination skills and working on the batting and fielding concepts.

In gymnastics they work on basic core strength and floorwork and develop these skills onto the apparatus. Working on themes such as travelling, shapes and balance, these ideas are then transferred into routines devised by the children, so encouraging team work, independent learning and creativity.



Key Stage 2

We develop the pupils' basic skills in games, improving their principles of attack and defence in netball, contact rugby, football, tag rugby and hockey and start to look at advanced strategies of invasion games.

In the summer we further develop the batting and fielding concepts and add in bowling through the activities of Kwik cricket, hard-ball cricket and rounders. Athletics is also taught in the summer term, developing short and long distance running, throwing events such as shotput as well as jumping techniques to develop skills for long jump and high jump.

All children are given the opportunity to develop their competitive instinct through fixtures against other schools, plus Midlands and National level tournaments for selected individuals. Competition is encouraged at all levels, with a clear focus on fair play, team work and leadership development.

Swimming is taught in Junior 3 and Junior 4. Pupils are taught to improve their strokes, stamina and water skills and work towards swimming awards.

Co-curricular Activities

Crackley Hall offers a comprehensive range of co-curricular sporting opportunities at lunchtime and after school. This is led by a team of dedicated staff who train and organise fixtures in netball, hockey, rugby, football, swimming, cross country, athletics, rounders, triathlon and cricket. As well as our own facilities we also use Moorfields and a local astro turf.

External coaches further enhance this programme by offering opportunities in ballet, cricket, chess, dance, Karate and rugby. We have an extensive inter-school fixture list with matches against local state and independent schools, which usually take place after school. We also participate in ISA and IAPS tournaments in a variety of sports.



Personal, Social and Health Education

PSHE education helps children and young people stay healthy, safe and prepared for life – and work – in modern Britain.

There are three core themes of primary school PSHE:

1. Health and Wellbeing

This area of PSHE teaches children:

- What is meant by a healthy lifestyle
- How to maintain physical, mental and emotional health and wellbeing
- How to manage risks to physical and emotional health and wellbeing
- Ways of keeping physically and emotionally safe
- How to manage change, including puberty, transition and loss
- How to make informed choices about health and wellbeing, and where to get help with this
- How to respond in an emergency
- To identify different influences on health and wellbeing

Pupils will learn things like the importance of personal hygiene; the physical differences between boys and girls; road safety and online safety; people who help us; how to talk about their feelings; and the benefits of physical activity.

2. Relationships

This theme includes:

- How to develop and maintain a variety of relationships, within a range of social and cultural contexts
- How to recognise and manage emotions within relationships
- How to respond to risky or negative relationships, including bullying and abuse
- How to respond to risky or negative relationships and ask for help
- How to respect equality and diversity in relationships

Among other things, children will learn to recognise that their behaviour can affect other people; to listen to other people and work and play cooperatively; to identify special people in their lives (parents, siblings, friends) and how they should care for each other; what physical contact is acceptable; and what to do if they're being bullied.

3. Living in the Wider World: economic wellbeing and being a responsible citizen.

Through this theme, children learn:

- About respect for themselves and others, and the importance of responsible actions and behaviour
- About rights and responsibilities as members of families, other groups and citizens
- About different groups and communities
- To respect equality and diversity, and how to be a productive member of a diverse community
- About the importance of respecting and protecting the environment
- About where money comes from, keeping it safe, and the importance of managing it effectively
- The part that money plays in people's lives
- A basic understanding of enterprise

Some of the things your child will learn include how to make and follow group, class and school rules; what protects and harms the environment; how to make choices about spending or saving money; ways in which we are all unique and the things we have in common; about basic human rights; and to respect national, regional, religious and ethnic identities.

We start every year with a Protective Behaviours programme. This is a safety awareness and resilience building curriculum which helps children and adults to recognise any situation where they feel worried or unsafe, such as feeling stressed, bullied or threatened and explores ways to keep safe. Protective Behaviours is a practical down to earth approach to personal safety and mental health. It is a process that encourages self-empowerment and brings with it the skills to raise self-esteem and to help avoid being victimised. This is achieved by helping individuals to recognise and trust their intuitive feelings (Early Warning Signs) and to develop strategies for self-protection.

We are part of the Warwickshire Safe and Active schools Programme which sees all children from Nursery to Year 6 receive online and in person guidance to help them be safe when they are out and about near roads.

Junior 6 are given the opportunity to take part in Bikeability training to achieve Level 2 standard to help them ride safely on our roads.

Relationships, Sex and Health Education (RSHE)

Key Stage 1

Key Stage 1 PSHE covers topics such as basic skills for staying healthy and safe and for behaving well. Children are given opportunities that they can take some responsibility for themselves and their environment. They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of others. They learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying.

Key Stage 2

During Key Stage 2 PSHE, pupils learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of wider communities.

They learn about the world and the communities within it.

They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions.

As they face the changes of puberty and transfer to secondary school, they learn how to make more confident and informed choices about their health and environment, to take more responsibility for their own learning, and to resist bullying.

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RSHE is an integral part of this education. Furthermore, our school aims state that we will endeavour to raise pupils' self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes. It is in this context that we commit ourselves:

In partnership with parents, we aim to provide the children with what they need to know to be safe and healthy and how to manage their academic, personal and social lives in a positive way. It is about their development of the pupils knowledge and understanding of her/him as a sexual being, about what it means to be fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscious. It aims to secure the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and adults.

Pupils in each year group follow a programme supported by resources from the Scheme, routed in christian values. Parents have full access to the resources and are encouraged to follow the programme with their child, at home, to create a partnership and a learning triangle.





Religious Education

Religious Education at Crackley Hall is an integral part of school life. The Catholic foundations of our school have been deeply embedded by the Sisters of Mercy and carefully nurtured by subsequent members of our school family. In November 2019, the Catholic Diocesan Inspection Report, recognised the school's outstanding links with the community and reported that the standard of pastoral care was very high; staff ensure they know each pupil individually. Consequently, pupils feel exceptionally safe and happy at school and know what to do if they wish to discuss their wellbeing. Each week, pupils take part in Collective Worship. Pupils have the opportunity to plan and participate in assemblies to explore the weekly mission. We gather together as a family regularly to celebrate the Eucharist in school and the children have a very active role in this through the readings, music and offertory. Prayer Corners in each classroom are interactive and provide a focal point for class prayer.

We prepare the Catholic children in Junior 3, and also new pupils (who are practicing Catholics) who join us after Junior 3, for the Sacraments of Reconciliation and First Holy Communion. This takes place during RE lessons so that their peers have a good understanding of these Sacraments and also through First Holy Communion sessions in the Spring and Summer Term.

We have built strong links with our local Parish Priest and the Diocese over the past few years. Pupils altar serve at Mass, both at school and in the parish. Work is also displayed at St Francis of Assisi Church, which helps to build a link between the school and the parish. Pupils are encouraged to join a thriving Mini Vinnies group which organises numerous projects each year to respond to the needs of others within the school and in the wider community, including writing to elderly and housebound parishioners at Christmas and organising annual skipathons to raise money for those in need.

Crackley Hall is part of the Diocese Service Level Agreement. The Diocese provides a network of support through access to interactive materials on its website, meetings with other Catholic Schools in the local area, visits from the RE Adviser, CPD courses and curriculum development training.

Key Stage 1

We follow the Diocese Scheme, *Learning and Growing as People of God*, covering a wide range of topics. From this we have developed a scheme of work as to which topics and attainment levels will be covered throughout the year. Teachers then plan in detail weekly lessons. These are carefully differentiated with a range of learning styles being catered for in each lesson.

Children are spiritually developed through open prayer, meditation and reflection.

Key Stage 2

The curriculum for Key Stage 2 uses the same scheme and structure as Key Stage 1. The scheme revisits certain topics across the year groups, but deepens the pupils' knowledge and understanding of the topics as they mature.

In both Key Stages there are cross-curricular links with RE and English which enable pupils to combine literacy and Religious Education to develop thinking skills and the quality of their reflections.

Extra-curricular

The curriculum is also enhanced through various activities: 'Vocations Week', 'A Faith Walk' and also a residential retreat to Alton Castle for Junior 5 pupils each year. In addition, speakers are invited into the school to encourage the pupils to recognise their responsibility in the local and global community.

Multifaith

Other world religions are covered through the Diocese Scheme, Assemblies, PSHE & Citizenship lessons and cross-curricular links and through other subject areas, i.e. Art, Geography and History. A multicultural topic is covered in each year group to help pupils develop their understanding and respect for other faiths. Pupils visit different places of worship and explore a wide range of beliefs.

Minnie Vinnies

A mini version of the St Vincent de Paul Society was set up in 2015 to help pupils develop their role and responsibility within the community. They organise events to raise funds, increase awareness of different projects and help the whole school become involved. In addition, they create links with the local community through the organisation of a variety of events.



Science

Science at all levels, here at Crackley Hall, is designed to stimulate and encourage curiosity about phenomena and scientific events in the world. We link directly to practical experience with ideas. Knowledge is developed through hands-on activities wherever possible, since scientific method is about evaluating explanations through experimental evidence and modelling. Through Science lessons, pupils learn to understand how major scientific ideas contribute to the technological changes which impact on our way of life. Pupils learn to question and discuss science-based issues. They also learn about famous scientists and their amazing discoveries and we annually celebrate British Science Week.

The new National Curriculum programmes of study set out what pupils should be taught in Science in the Foundation years, Key Stage 1 and 2. The National Curriculum provides the basis for planning the progressive schemes of work taught across the school. The knowledge, skills and understanding in each programme of study identify the four key areas of science that pupils need to study, these are:

- Scientific enquiry (the basis for all the hands-on experimental work), where children are taught to think about making fair tests whenever a comparison is needed.
- Life processes and living things
- Materials and their properties
- Physical processes

Scientific enquiry is taught through all parts of the programmes of study as investigative techniques.

Understanding and knowledge are tested through verbal questioning, observations and teacher assessments that are made continuously during lessons, in both Key Stage 1 and 2. In addition, in Key Stage 2, we carry out end of unit assessments and an online test of all of the topics covered over the year.



Foundation and Key Stage 1

Science is taught informally in the Foundation Stage as part of the children's Knowledge and Understanding strand of the Early Learning Goals, and by class teachers in Key Stage 1. It is often taught as a cross-curricular topic in the Foundation Stage.

The principal focus of science teaching in Key Stage 1 is to enable our pupils to experience and observe phenomena, looking more closely at the natural and humanly constructed world around them. Pupils are encouraged to be curious and ask questions about what they notice. They are also helped to develop their understanding of scientific ideas by using different types of scientific enquiry to answer their own questions, including observing changes over a period of time, noticing patterns, grouping and classifying things, carrying out simple comparative tests, and finding things out using secondary sources of information. Our pupils are also encouraged to regularly use simple scientific language to talk about what they have found out and communicate their ideas to a range of audiences in a variety of ways.

Most of the learning about science is done through the use of first-hand practical experiences, but there is also some use of appropriate secondary sources, such as books, photographs and technology. 'Working scientifically' is always taught through and clearly related to the teaching of substantive science content in the programme of study. All pupils are regularly encouraged to read and spell scientific vocabulary at a level consistent with their increasing word-reading and spelling knowledge at key stage 1.

Key Stage 2

Lower Key Stage 2 (Years 3 and 4)

The principal focus of Science teaching in Lower Key Stage 2 here at Crackley Hall is to enable our pupils to broaden their scientific view of the world around them. They do this through exploring, talking about, testing and developing ideas about everyday phenomena and the relationships between living things and familiar environments, and by beginning to develop their ideas about functions, relationships and interactions.

Pupils are regularly encouraged to ask their own questions about what they observe and make some decisions about which types of scientific enquiry are likely to be the best ways of answering them, including observing changes over time, noticing patterns, grouping and classifying things, carrying out simple comparative and fair tests and finding things out using secondary sources of information. They draw simple conclusions and use some scientific language, first, to talk about and, later, to write about what they have found out. All pupils are also encouraged to read and spell scientific vocabulary correctly and with confidence, using their growing word-reading and spelling knowledge.

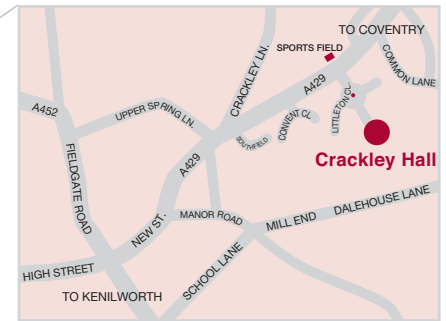
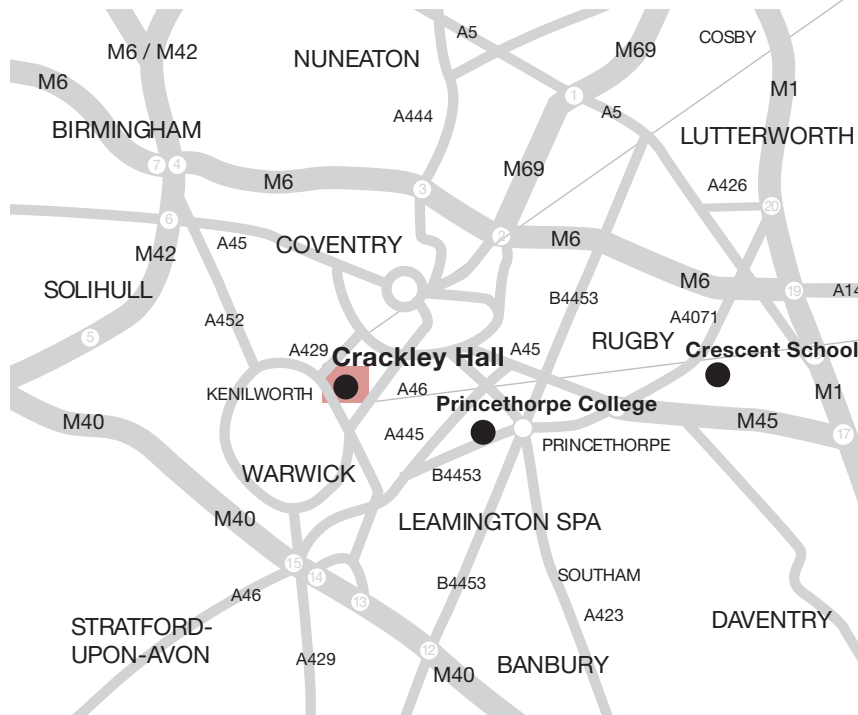
Upper Key Stage 2 (Years 5 and 6)

The principal focus of Science teaching in Upper Key Stage 2 is to enable pupils to develop a deeper understanding of a wide range of scientific ideas. They do this through exploring and talking about their ideas; asking their own questions about scientific phenomena; and analysing functions, relationships and interactions more systematically. At Upper Key Stage 2, they encounter more abstract ideas and begin to recognise how these ideas help them to understand and predict how the world operates. They also begin to recognise that scientific ideas change and develop over time. They are challenged to select the most appropriate ways to answer science questions using different types of scientific enquiry, including observing changes over different periods of time, noticing patterns, grouping and classifying things, carrying out comparative and fair tests and finding things out using a wide range of secondary sources of information. Pupils draw conclusions based on their data and observations, use evidence to justify their ideas, and use their scientific knowledge and understanding to explain their findings. All pupils are also encouraged to read, spell and pronounce scientific vocabulary correctly.





Directions to Crackley Hall



Crackley Hall School is located on a secure site with beautiful buildings and playing fields at St Joseph's Park on the outskirts of Kenilworth, just off the A429 to Coventry.

Using Satellite Navigation

Experience has shown us that keying CV8 2FT into a SatNav device may well deliver you to Convent Close. We suggest that using CV8 2WA will take you to Littleton Close, from which you can see the School's entrance.

From Birmingham via A45

Follow signs for Coventry A45, London M45 and M1. After going past turn offs for Earlsdon and Canley in Coventry, you will come to traffic lights with the A429 signposted for Kenilworth, take the right hand lane and turn right here. Follow the A429 for approximately 2 miles. Crackley Hall is signed on the left hand side of the road, just after Common Lane. Proceed up Littleton Close, straight over a mini roundabout into the school grounds.

From Coventry via A45

From the A45, take the A429 to Kenilworth. Follow the A429 for approximately 2 miles. Crackley Hall is signed on the left hand side of the road, just after Common Lane. Proceed up Littleton Close, straight over a mini roundabout into the school grounds.

From Leamington Spa via the A452

Take the A452 from Leamington towards Kenilworth, go straight ahead over the A46 roundabout, following the A452 through Kenilworth town centre, past Abbey Fields on your left. At the traffic lights with the A429 turn right signposted to Coventry, follow the A429 for approximately 1 mile, Crackley Hall is signed on the right just after Convent Close. Proceed up Littleton Close, straight over a mini roundabout into the school grounds.

From Solihull via M42

From the A41 direction Warwick, join the M42 at junction 5 signposted The North. Leave the motorway at the next junction (6) and merge onto the A45 direction Coventry. At the Stonebridge roundabout take the 3rd exit onto the A452 direction Leamington. Follow the A452 Birmingham Road, on reaching the outskirts of Kenilworth, go past the left hand turn off for Burton Green and take the next left turn up Beehive Hill. Then after Hollis Lane, take the next left onto Upper Spring Lane. At T-junction turn left onto the A429, signposted Coventry, follow the A429 for half a mile. Crackley Hall is signed on the right just after Convent Close. Proceed up Littleton Close, straight over a mini roundabout into the school grounds.

From Stratford via A46

Take the A46 direction Coventry, proceed over the M40 Longbridge roundabout and follow the A46 for approximately 11 miles. Leave the A46 at the Kenilworth turn off signposted A452, leave the roundabout at the first exit, follow the A452 through Kenilworth town centre, past Abbey Fields on your left. At the traffic lights with the A429 turn right signposted to Coventry, follow the A429 for approximately 1 mile, Crackley Hall is signed on the right just after Convent Close. Proceed up Littleton Close, straight over a mini roundabout into the school grounds. From Warwick via A46 Take the A46 direction Coventry, leave the A46 at the Kenilworth turn off, leaving the roundabout at the first exit, follow the A452 through Kenilworth town centre, past Abbey Fields on your left. At the traffic lights with the A429 turn right signposted to Coventry, follow the A429 for approximately 1 mile, Crackley Hall is signed on the right just after Convent Close. Proceed up Littleton Close, straight over a mini roundabout into the school grounds.



The
Princethorpe
Foundation

Key Admissions Dates

Nursery and Reception Open Evening

Thursday 28 September 2023 - 6.30pm to 8.00pm

Open Morning

Saturday 9 March 2024 - 10.30am to 12.30pm

Open Evening

Thursday 9 May 2024 - 5.00pm to 7.30pm

Induction/Moving Up Morning

Wednesday 26 June 2024 - 9.00am to 1.00pm

Dates could be subject to change.



Crackley Hall School

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