

# School Prospectus 2017/18



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## Our School

On behalf of the children, staff and Governors, I'd like to welcome you to Henry Chichele Primary School.

Henry Chichele Primary School is situated in the market town of Higham Ferrers. We are set in extensive grounds, away from the main road.

We are a school which believes that every child and adult who is part of the school community has a right to feel happy, respected and valued. We believe that all children deserve the best and our aim is to help them succeed by reaching their full potential in every area of school life. We value the broad and balanced study programme which our staff offer and all children are able to access not only academic, but creative and physical areas of the full National Curriculum. Ofsted (March 2016) stated ***"This is a school that lives its aims. Everyone works together for lifelong learning"***.

The Local Authority increased our Planned Admission number from 30 to 60 for the academic year 2014/15 as we begin our journey to expand to a two form entry primary co-educational school for children aged 4 - 11. We are expecting to welcome 60 new children for each successive academic year onwards.



The school was built in 2004, with front and rear extensions completed in 2017, and comprises of 14 internal classrooms, a library, vibrant shared learning areas for Key Stages 1 and 2, a large central hall, music room, a multi-use room, large studio and practical area, offices and staff room.

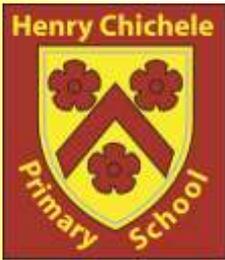
The school grounds are set with trees and are bordered by hedges and a secure perimeter fence. There is a pond/wildlife area where the children can observe wildlife, a trim trail for the children to play on and shelters for the children to use at break time and for outdoor learning. The playground also includes basketball/football goals and target walls.

A large workshop provides further external learning opportunities.

Each child is considered as a whole person, developing skills, concepts and attitudes necessary for the opportunities and experiences of the future. We endeavour to motivate, support and inspire the children within our care. All successes are shared and celebrated.

We hope as you read our school prospectus you will gain a sense of value we place in each child and our desire to ensure standards, in all areas, remain as high as possible within a safe, secure happy and caring community school.

**Stephen McClymont**  
Headteacher



# Our Vision



*“Everyone working together for life-long learning”*

## Our Aims:-

- Every child is motivated to become a creative, independent learner who will reach their full potential.
- Every child has the opportunity to develop skills, knowledge and understanding to use existing and new innovations.
- Every child develops the necessary attributes to participate as a confident and responsible citizen in our ever changing global community.

### *Code of Conduct:-*

- ***Be there.*** When people need you, they need all of you. Set aside distractions and judgements to be mentally and emotionally present as a sign of respect. It improves communication and strengthens **relationships**.
- ***Play.*** You can be really interested in your work without taking yourself too seriously. Play is a mind-set more than a specific activity. It allows you to throw yourself with enthusiasm and creativity into whatever you are doing, in a way that is natural, not forced. "Playing" with ideas helps you find solutions to everyday challenges.
- ***Make their day.*** Simple gestures of thoughtfulness, thanks and recognition make people feel appreciated and valued. When you make someone else feel good, you feel good too.
- ***Choose your attitude.*** Choose how you respond to life, not just react. When you get up, decide who you want to "be" today. Ask yourself throughout the day "What is my attitude right now? Is it helping the people who I'm near? Is it helping me to do my best?"

*Learning is underpinned by the following values, known as the five R's*



### ***Resilience:***

- Never give up; set targets and practise; have a positive attitude; find interest in what you do.

### ***Reflection:***

- Listen to different opinions; learn from mistakes; ask why; stay calm.

### ***Resourceful:***

- Learn in different ways; use imagination; look at other options; ask good questions; make links; gather evidence.

### ***Risk Takers:***

- Have a go; don't be afraid to be wrong; get started; choose a method.

### ***Relationships:***

- Work effectively as part of a team; know right from wrong; be a good listener; show empathy; share and give reasons.

We continually celebrate our 5 Rs and at the end of each term children from each class are nominated by their teacher to receive an award for showing one or more of these attributes. Parents/carers of the child are formally invited to this special celebration assembly.

## Staff List 2017/18

The staffing structure is reviewed and agreed by the Governing body on an annual basis. The current staffing list and contact details can all be found on the staff link on the Schools website

<http://www.henrychichele.northants.sch.uk/index.php/about-us/staff-list>



## Governors 2017/18

The Governing Board was reconstituted in November 2016 and now comprises of 11 governors in total:-

- The Headteacher
- 3 elected Parent Governors
- 1 Staff Governor
- 1 Local Authority Governor
- 5 other co-opted Governors

*The Chair and Vice Chair are elected annually at the first meeting of the academic year and this list will be updated as a consequence.*

The current list of governors can be found on the governor section of the Schools website

<http://www.henrychichele.northants.sch.uk/index.php/governors>

Details on the role and responsibilities of a school governor can be found on the+ following link

<https://www.gov.uk/government/publications/governance-handbook>

## How the School is organised

### **Reception:**

8.45 a.m. – 3.10 p.m

Registration:	9.00 a.m.
Morning Break	10.30 a.m. – 10.45 a.m.
Lunch:	11.45 a.m. – 1.00 p.m.
Afternoon Break:	2.10 pm – 2.20 p.m.

### **Key Stage 1:**

8.45 a.m. – 3.15 p.m

Registration:	9.00 a.m.
Morning Break	10.30 a.m. – 10.45 a.m.
Lunch:	12.00 p.m. – 1.00 p.m.
Afternoon Break:	2.10 p.m. – 2.20 p.m.

### **Key Stage 2:**

8.45 a.m. – 3.20 p.m

Registration:	8.55 a.m.
Morning Break	10.30 a.m. – 10.45 a.m.
Lunch:	12.05 p.m. – 1.00 p.m.

### **Assemblies:-**

Assemblies are held every day; on Monday to Thursday these are between 10.10 – 10.30 am, on Fridays KS2 assembly is 9am to 9.30am and KS1 is 10am to 10.30am. Parent/carers are able to join us for class assemblies, festive celebrations and community events i.e. Remembrance Day by invitation.

**Teaching hours are in line with the DFE recommended minimum, namely:**

Age	Hours per week
5-7	21
8-11	23.5

## Class Structure

The organisation of the classes may vary from year to year.

Children in reception are part of the Foundation Stage, those in Year 1 and Year 2 are part of Key stage 1 (Infants) and those in Year 3 – 6 belong to Key Stage 2 (Juniors)

## **Admission Policy**

At Henry Chichele Primary School the admission limit, set by the Local Authority at 60. In the event of over subscription the following admissions criteria are used to decide whom the places are offered:

Following the allocation of places to pupils who have a statement of special educational needs which names the school as appropriate provision, priority will be given in the following order:

- i) Children in public care
- ii) Children with an older brother or sister continuing at the school
- iii) Pupils who live closer to the preferred school than any other school
- iv) Other pupils

If the admission number is exceeded with criterion (iii) priority will be given to those who live furthest from the nearest alternative school. If the admission number is exceeded with any other criterion priority will be given to those who live closest to the school.

Further information regarding the Admission Policy of the school together with details of relevant forms can be obtained from the school office.

## **Registering your child for School**

Requests are processed by the School Admissions Team of the Northamptonshire County Council in February/March before the children are admitted to school

<http://www3.northamptonshire.gov.uk/councilservices/children-families-education/schools-and-education/school-admissions/Pages/default.aspx>

Request to attend Henry Chichele Primary School must be made in the first instance to the School Admission Team. Prospective parents who wish to visit the school are welcome to do so by telephoning the school to make an appointment.

## **Starting School**

At Henry Chichele Primary School we know how important it is to have a positive start to school life. Children are admitted into school in September in the year in which they are five.

As we are a popular school; places are often in demand. If your child is successful in obtaining a place you will be sent a letter of placement.

There will be an induction evening when 'new' Reception parents are invited to find out more about the school and what their child will be doing in the Reception year. During this evening parents will be given an induction pack which will contain:-

- A School Prospectus
- Information on starting school
- Appropriate forms e.g data collection sheet, drop off/collection forms

From the first contact with you, until your child is happily settled into full-time school, each stage is carefully and thoughtfully planned to ensure that trust, confidence and independence flourish. A child who is happy and confident in the early days at school will have a flying start in the educational process.

### The School Office

This is the first point of contact for all your enquires. Miss Gemma Hartop is the School's Receptionist, Miss Sara Gadsden is the School's Administration Officer and Mrs Claire Griffiths is the School Business Manager; they work on all the varied requirements of a busy school office. Please keep the office informed of any changes to your contact details, this is particularly important if we need to contact you in an emergency.

### Absences

If your child is unwell, please report their absence **before the beginning of the school day** by leaving a message on the absence line; providing your child's name, class and a reason for their absence.

### Visitors

We welcome visitors to our school. We will act to ensure it remains a safe place for pupils, staff and other members of the community and **all visitors are required to report to the office** and if spending any time in the school, will be issued with a visitor's badge which must be handed back prior to leaving the premises. Anybody not wearing a badge will be challenged and may be asked to leave the premises. Similarly any visitor who poses a threat or assaults anyone in the school, or persist in abusive behaviour, will be removed from the premises and may be prosecuted.



To ensure your children's safety please see that they enter and leave the school through the pedestrian gates at the front of the school and never through the main car park gates. At either end of the school day we ask those parents collecting children, from Reception classes and Year 1, to wait near their child's classroom. For children in Year 2 and parents of older children are asked to leave their child at the school gate in a morning and wait near their child's classroom at the end of the school day. **All**

**pre-school aged children should remain in the company of their parent/carer whilst on the school site and are not allowed to access the outdoor equipment.** This play equipment should only be used under the close supervision of school staff.

Please do not use the car park, which is for staff and official visitors only. Parents are requested to park considerately when arriving at school. The school promotes a healthy lifestyle and where possible would ask that all families walk or cycle to and from school.

## The Curriculum



The curriculum can be defined as the total learning experience which children are exposed to in school hours. There are no defined minimum or maximum hours for children in the Early Years Foundation Stage.

We strongly believe that children are learners both in and out of school. Therefore we encourage learning at home; organise a range of experiences including visits to places of educational interest, making use of our two minibuses; and invite specialists into school. We offer residential visits to children in year 4 and year 6.

There is a good range of extra-curricular activities available to children during and after school; these are detailed on the school website menu “clubs”.

### Class Organisation

Each of our classes is taught by their class teacher who is well supported by a team of qualified and experienced Teaching Assistants. Generally, children remain in their own classrooms for lessons, relocating to different areas of the school for PE, Music, Drama and Art.

Within each class a range of teaching strategies is used. Children are usually grouped by ability within a class to allow work to be appropriately differentiated. In this way, we aim to provide suitable levels of support to those who find tasks more difficult and a good level of challenge to extend more able children.

### Early Years Foundation Stage

The Early Years Foundation Stage is divided 7 areas of learning and development: Prime areas:

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

Specific areas:

- Literacy
- Numeracy
- Understanding the World
- Expressive Arts and Design

The Prime areas are fundamental, work together and move through to support development in all other areas. The specific areas include essential skills for children to participate successfully in society.

Activities are carefully devised to give children access to the areas outlined above. Often they encompass more than one area of learning. Children have the opportunity to experience both self-initiated and adult-focused based experiences which are planned for inside and outside learning.

### Our thematic approach to teaching

In Key Stages 1 and 2, the following subjects form the National Curriculum:

- English
- Maths
- Science
- Computing

- Art and Design
- Music
- Physical Education (PE)
- Design and Technology
- History
- Geography
- Personal Social and Health Education (PSHE) and Citizenship
- Religious Education (RE)

The National Curriculum subjects are planned under the headings of the 6 areas of the Foundation Stage Curriculum. This enables us to teach them through an exciting thematic approach. Pupils are encouraged to transfer the skills and knowledge gained in one subject and apply them to another. Pupils are invited to contribute to the content of every theme and evaluate their own learning. The school promotes learning through the teaching of the 5R's; Resilience, Reflection, Resourceful, Risk Taking and Relationships. There are many opportunities during the academic year for cross curricular links through whole school curricular days, individual class 'theme days', visitors and educational visits. Combined with our PSHE and Collective Worship we use these opportunities to raise awareness of British Values e.g. charity work.



### English

This subject, which is taught daily in each class, develops the skills of written and verbal communication. We have a well-stocked library and a range of progressive reading schemes with a good supply of literature; both fiction and non-fiction for individual and group reading in class.

We develop speaking and listening skills through group and class discussion and offer opportunities for drama both in the classroom and in performances. Our handwriting style follows a joined cursive script with our children developing a fluent and efficient style as they progress through the school. Spellings begin with a phonetic approach and continue in a structured way with children learning to follow spelling rules and word families. Year 1 and 2 focus on spelling of common exception words

<https://www.education.gov.uk/consultations/downloadableDocs/NC>

[%20Framework%20Document1.pdf](#)

A systematic, synthetic phonic approach is applied to reading, which is embedded throughout the curriculum. The school uses a variety of reading schemes including Oxford Reading Tree, Storyworld and Rigby (Stars and Rockets).

### Maths

In Maths the emphasis is on talking and thinking in a mathematical way. Children are encouraged to work practically in a variety of situations to develop their ability to use and apply their mathematical knowledge.

We aim to develop sound mental strategies where varied methods of calculations are taught and encouraged. Children are encouraged to share their workings with each other, seeking to improve their procedures making them economical and efficient. At different times children will use pencil and paper, calculators, mental calculations and/or practical apparatus to solve mathematical problems. Mathematics is taught daily in each class. A copy of the School's Maths Calculation Booklet can be found on the website, under all policies and key documents.

## Science

Through an investigative approach to Science, children are encouraged to:

- Plan, hypothesise and predict
- Design and carry out investigations
- Interpret results and findings
- Draw conclusions
- Communicate findings to others using scientific vocabulary

Children are shown how to use scientific equipment, including hand lenses, thermometers, electrical circuits and magnets and are taught how to develop fair tests. Different methods of recording results are explored, for example, diagrams, graphs and written reports.

## Computing

Children have access to modern technologies to include laptops and tablets. Interactive screens are fitted in each classroom and are used daily to support teaching and learning. Children have the opportunity to use a variety of ICT hardware. The Internet is used with appropriate guidance and supervision. All Internet access is filtered. Children can log on, save and retrieve their work from any workstation in the school.



## School Website

Our website address is [www.henrychichele.northants.sch.uk](http://www.henrychichele.northants.sch.uk) and contains a wealth of information for parent/carers. The school calendar is regularly updated with events and details of activities. Newsletters and class letters are posted on the site as they are circulated. We encourage parents to visit the site on a regular basis.

## Design Technology

Our aim is to develop children's capabilities to design, plan, make and evaluate a variety of products. Our children have opportunities to work with a variety of materials and are taught from an early age how to use tools safely.

## Geography

Our Geography curriculum starts with our children's immediate environment, their home, their school and the town of Higham Ferrers.

The development of mapping skills begins with simple plans of town routes and features and moves on to the use of aerial photographs. As children progress their work explores other environments and different parts of the world.

## History

Children take an active part in the study of History. From a young age they learn about their family and develop an understanding of the concept of the past. As children become older they learn to use and interpret a range of historical sources, asking and answering questions about the past, considering why and how things have changed and learning to organise and communicate historical information in a range of ways.

## Physical Education (PE)

We encourage all children to participate actively in and enjoy a wide range of sports at school. Our curriculum encompasses gymnastics, dance, games, athletics and swimming. We value contributions from local professionals and clubs and aim to further increase opportunities for extra-curricular sport.

The school PE kit is described in our uniform section, later in this prospectus.

## Music

Children listen to a range of music in assemblies and in their lessons and sing from a wide variety of songs in assemblies and in class. Our children benefit from a range of additional tuition which is offered by the Peripatetic Music Service. These include tuition on violin, viola, cello and double bass, guitar, piano and keyboard. The school is very well equipped with musical instruments and we have a purpose built studio, which is used for music, dance and drama.



## Art and Design

We aim to give plenty of opportunity for experiences in art. Alongside the teaching of skills and techniques, our children study the work of artists and working 'in their style', using art to express ideas and emotions across other areas of the curriculum.

## Personal, Social and Health Education (PSHE) and Citizenship

We follow a planned programme of PSHE, centred round the Social and Emotional Aspects of Learning (SEAL).

The 6 main themes are:

- New Beginnings
- Getting On and Falling Out (including 'Saying No to Bullying')
- Going for Goals!
- Good to be Me
- Relationships
- Changes

Sex and Relationship Education is taught throughout the school, starting with life cycles and friendships. Age appropriate information is taught in years 5 and 6, with parental consent.

Drugs Awareness Education is delivered through both the PSHE and Science curriculum, supported by the Life Education Bus. Additional resources are available to staff from the local authority and the police liaison officer.



## Religious Education (RE)

Religious education is taught within the framework of the Northamptonshire Agreed Syllabus.

Children learn about the main features and teachings of Christianity and the other world religions; Islam, Hinduism, Sikhism, represented within Great Britain. Children are encouraged to value their own beliefs whilst demonstrating awareness of understanding and respect for the beliefs of others.

## Collective Worship

Our assemblies follow a thematic approach, focussing mainly upon issues of morality and personal development within a Christian framework. However, we actively acknowledge the diversity of other faiths and cultures. We welcome our local church ministers and other members of the community to lead assemblies during the term.

Children may be withdrawn from RE and Collective Worship at parental request.

## Learning Support and Special Educational Needs

We offer a full range of curriculum experiences to children with a variety of special needs. Our Inclusion Manager and teaching assistants support children both in classrooms and in other areas of the school. Children who need additional support are identified as early as possible and school staff will devise an Intervention Plan (IP) to support that child's needs. This is reviewed termly and parents are invited to comment and contribute to discussions about their child's progress. Further advice is occasionally sought from outside agencies.

“What will happen if my child needs extra help?”

Initially, concern is expressed about a child's progress by parents, teachers or support staff. The class teacher, in consultation with the Inclusion Manager, implements additional support with targets and special programmes recorded on an IP. Parents' and children's opinions are sought. This is termed School Action.

Occasionally the school may feel that a particular child would benefit from the involvement of specialist external input. When this is the case, advice is requested from the appropriate agency.

The school works closely with outside agencies for the benefit of our children. These include the Community Paediatrician, School Nurse, Educational Psychologist, Education Entitlement Team, Speech and Occupational Therapists and Physiotherapists.

## Liaison with Parents

Henry Chichele Primary School operates an 'open door' policy and parents are always welcome to make a mutually convenient appointment to see class teachers or the Headteacher. Class teachers are available via email and their contact details can be found on their class pages on the School's website.

Open access to records, documents and information; record folders are kept for each child and are updated annually. When your child leaves this school their folder is passed to the new school.

We follow the County Council's policy in that *“all records maintained on children or students by schools and the education authority shall be open to the individuals concerned and their parents and/or guardians”*. Reasonable notice in writing should be given when access to records is requested. Occasionally there could be a need to record information given by parents and others, which will not be accessible to children.

In addition parents are entitled to request access to up to date copies of:

- The Local Authority's Statement of current policy
- Any statutory papers sent to schools by the Department for Education (DfE)
- Northamptonshire County Council's Agreed Syllabus for agreed Religious Education.
- The school's most recent Ofsted report, school policies and schemes of work.

## Uniform

The school colours (burgundy and gold) and logo are based on the original Chichele School colours. Henry Chichele, a former Archbishop of Canterbury, who came from Higham Ferrers, founded All Souls College in Oxford and we have gained permission from the college to use the Henry Chichele Coat of Arms.



The school governors have taken the decision to provide a simple, smart and cost-effective uniform for all children. You can purchase all School Uniform from **Karl Sports** <http://www.karlsports.co.uk/>.

### **The basic uniform is:**

#### **For KS1 children**

- **Sweatshirt** (with embroidered logo)
- **Cardigan** (made from sweatshirt material, with embroidered logo)
- **Polo shirt** (see note below)
- **Summer dress** (yellow gingham)

**Polo shirts**, which have an embroidered logo, are entirely optional. Alternatively, parents may purchase a plain white/burgundy polo shirt from any supplier.

#### **For KS2 children**

- **V-neck Sweatshirt** (with embroidered logo)
- **Cardigan** (made from sweatshirt material, with embroidered logo)
- **Clip on Tie**
- **White shirt** (long or short sleeved)

#### **All Years**

Children may wear any plain grey/black school **trousers, shorts, skirts, pinafore dresses** with the sweatshirt and polo shirt (KS1) or white shirt (KS2).

Black school **shoes** should be worn (**not trainers**). Ankle boots may be worn but knee length “fashion” boots are not suitable.

Children should wear black or grey **socks or tights**, KS1 girls are permitted to wear white socks with their summer dresses.

**Hair accessories**, a discreet **plain** hair tie should be the only means of tying back long hair.

**Make-up** and **nail varnish** are not permitted.

*It is expected that all children will wear the correct uniform to school. The Governing Body wish to create a smart school, with well-turned-out children at a reasonable cost to parents.*

## Sports Kit

The PE kit consists of plain black PE shorts and plain burgundy T-shirt with the school logo, for all children. Parents are requested to provide a named, drawstring bag to hold the PE kit in whilst at school. These items are available through the school's uniform supplier, Karl Sports.

For outside PE, your child will need plain black tracksuit trousers and a plain black sweatshirt (unbranded, no large lettering and not "designer"). Children will need to wear plain trainers, white or black, with **NON MARKING SOLES** please. Outside PE kit is not necessary for Reception pupils until Term 5.

## Health and Safety

We expect sensible, considerate behaviour within the classroom and in the playground. We encourage children to be aware of their own and others' safety at all times.

### Jewellery



No jewellery is permitted at school, except studs in pierced ears. On PE and swimming days, **studs should be removed before coming to school.** Children with long hair will need a soft hair band or hair tie to fasten back their hair for PE and for some DT lessons.

We aim to promote a healthy attitude and approach to life and have an expectation that most children will walk or cycle to school with appropriate supervision.

The Governing Body is responsible for health and safety matters and issues relating to health and safety at school are discussed and monitored by the Resources Committee.

## School Lunches

Our school has been awarded the Northamptonshire Healthy Schools Award. As a result there is an expectation that the contents of your child's lunch box will be as healthy as possible. We often talk to the children about healthy options and the reasons why it is important to eat healthily. We would like your support to make this a reality at lunchtime. Please do not put fizzy drinks or sweets in your child's lunchbox as these are not acceptable.



Alternatively, your child can opt to have hot lunches which are provided by **Love Food**. Since September 2014 the government has introduced Universal Free School Meals (UFSMs) for all children in Years R, 1 and 2. Parents order in the normal way described in Love Food literature (always available on the school website or the school office) but these are provided free of charge.

**We also politely request that wherever possible, parents refrain from giving children peanut butter or nut related products in their lunchboxes as we do, from time to time, have children on roll who are allergic to these products.**

## School Snacks

A piece of fruit is offered to all children in the infants on a daily basis and is provided free of charge as part of the School Fruit and Vegetable Scheme. Junior aged children are very welcome to also bring in a piece of fruit, fresh or dried, or vegetable for morning break (no derivatives e.g. cereal bars please).



**All children are asked to bring in a water bottle to keep in the classroom that they can access during the day, this should contain water only.**

## **Photographs**

We keep photographic evidence of special moments/events at school. This booklet wouldn't be so informative without the photos and our website would be very dull without them. From time to time the press may use photographs to celebrate the schools participation in events. Anyone wishing to withdraw their child from publication should ensure that this is indicated clearly on the permissions proforma.

## **Charging Policy**

Each school is required to have a charging policy for school trips or visiting educational specialists. The Governing Body states that parents may be invited to make voluntary contributions towards the cost of additional educational activities. If parental contributions are not sufficient these activities may have to be cancelled.

## **Insurance**

Parents should be aware that there is no universal personal accident cover for school children. However, the County Council's policies do cover children engaged on educational visits or school journeys. The general liability policy protects the County Council against the consequences brought against it on behalf of children.

Henry Chichele Primary School takes out annual insurance which includes for any planned residential trips. Parents are free to take out insurance on an individual basis and may check with the school for more details.

## **Complaints Procedure**

Our school aims to be fair, open and honest when dealing with any complaint. We give careful consideration to all complaints and deal with them as swiftly as possible. We aim to resolve any complaints through dialogue and mutual understanding and, in all cases, we put the interests of the child above all other issues. We provide sufficient opportunity for any complaint to be fully discussed and then resolved. The complaints procedure can be found on the school website.

## **Appendix**

Please find the following documents for your information

- Homework Policy
- Behaviour Policy
- Local Trips and Minibus Consent Information
- Internet Use at School Information
- NCC free school meal information
- Information on school uniform

## **Contact Information**

**Address:**

Henry Chichele Primary School  
School Lane  
Higham Ferrers  
Northamptonshire  
NN10 8NQ

**Telephone:**

01933 352850

**Email:**

[office@henrychichele.northants.sch.uk](mailto:office@henrychichele.northants.sch.uk)

**Website:**

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

**Last Reviewed May 2017**  
**Next Review May 2018**