



**CARR
MANOR**
COMMUNITY
SCHOOL

Information Booklet

for Parents & Carers **2026-2027**

ALL-THROUGH EDUCATION FOR PUPILS AGED 2 TO 19 YEARS



Welcome

At Carr Manor Community School we offer an 'all-through' learning environment that is relationship-led, inclusive, collaborative and ambitious.

We are proud of our unique educational offer, which includes:

- High quality teaching, learning and assessment
- Personalised pastoral care through our Coaching offer, focused on equity
- An innovative, wide-ranging and child-focused curriculum
- Independent and Flexible Learning opportunities
- Relational and Restorative Practices to support our inclusive school ethos
- Wide ranging personal development and wellbeing strategies
- Character development opportunities including leadership and volunteering
- First-class facilities and equipment
- Links to local and national organisations through the Leeds Learning Alliance

from the Principal

Our children are encouraged to challenge themselves, become independent learners, develop healthy relationships and build **'character for learning'**, that will not only help them in their academic studies, but also in life beyond school.

Our broad and innovative curriculum offer from Early Years through to post-16 provides a personalised and bespoke programme of learning for children, which suits their skills and aspirations and is focused on their qualifications, pathways and future career plans.

Our school is an exciting and dynamic place of learning and exploration. The staff team are a professional body of people who are committed to ensuring that all children have the opportunities to grow, develop and meet or exceed their full potential from their individual 'starting points'.

To achieve this, we need to **'know our children well'** and be good **'partners in learning'** with our children, families and the wider community. We are proud of our school and the way in which pupils and staff contribute to the school community, challenging and supporting each other, providing the best conditions and opportunities to **'enjoy and achieve'**.

Children and adults work well together; as Ofsted noted *"The school is a community by name and by practice. From the youngest to oldest pupils, all are excellent ambassadors for the school."*

We look forward to welcoming you into our school family.

Lucie Lakin



A handwritten signature in black ink, which appears to read 'Lucie Lakin' in a cursive script.

Principal, Carr Manor Community School

School values

At Carr Manor Community School we have four key values that ensure every child can achieve the best possible outcomes:



KNOW OUR CHILDREN WELL



PARTNERS IN LEARNING



CHARACTER FOR LEARNING



ENJOY AND ACHIEVE

Know our children well

We recognise that our children are individuals. In order to help us understand our children's views, aspirations, worries and expectations, we take the time to get to know our children well. We do this in a variety of ways, for example, our unique Coaching and House programme brings together children of different ages in small groups with their coach at least three times a week. We understand the importance of building, maintaining and repairing relationships, and we work restoratively to make sure we move forwards together.

Additionally, our Flexible Learning programme goes beyond the curriculum to provide further opportunities for pupils and staff to build strong relationships that equip children with the life skills they need to reach their goals.

Partners in learning

At Carr Manor Community School we have a relationship-led approach to learning. Pupils respond well to the personalised and creative curriculum, which leads to good levels of achievement. Each class forms a 'Learning Relationship Agreement' to ensure that individual learning needs and expectations are met. We communicate on a weekly basis to families through our 'At A Glance' publication, the school website updates, texting service, letters and email. Progress reports and other publications are issued each half-term.

Families can contact their child's coach at any time to discuss areas of concern or celebration. We actively encourage families to come into school on a frequent basis to see showcases of the children's work, enjoy performances and meet with colleagues.

Character for learning

Often learning can be difficult and challenges will emerge for many children. To enable learning, our dedicated team of staff encourage, guide and support pupils to develop and demonstrate Character for Learning skills and dispositions, such as independence, teamwork and resilience.

Additionally, our Passengers into Crew programme encourages children to take on a leadership role in school, such as reading mentor, sports leader or running one of our Flexible Learning clubs. Our Independent Learning approach is tailored to encourage each pupil to learn beyond the classroom and to enjoy the stretch and challenge of working independently.

We believe that providing opportunities for pupils to take responsibility within school will help them acquire the character they need, not just for academic success, but for life in general.

Enjoy and achieve

Pupils frequently exceed their aims in school, irrespective of their starting point. We are an inclusive school, and our staff team is equipped to support and encourage progress whatever your child's level of need.

Our commitment to having a sense of community means that any issues are addressed quickly. This safe learning environment allows all pupils to enjoy their time in school and achieve the outcomes they want for the future.

It is important to us that children have the opportunity to experience a broad and enquiry-based curriculum, so they can explore, enjoy and achieve during their learning time with us.

Coaching

At Carr Manor Community School, our Coaching programme is at the heart of how we build strong, respectful relationships and ensure every child is known, valued, and supported.

It underpins our commitment to relational and restorative practices and is a key part of how we work together across our through school.



What is Coaching?

Coaching is our small-group pastoral structure, designed to foster a sense of belonging, mutual respect, and personal growth. Each Coaching group includes around eleven pupils, with groups spanning Reception to Year 5 in the Primary Phase and Year 6 to Year 11 in the Secondary Phase.

These mixed-age groups meet with their dedicated coach at least three times a week as follows:

Monday morning check-in - to set a positive tone for the week ahead.

Wednesday afternoon check-up and Coaching+ - two groups come together to deepen connections and explore wider themes.

Friday afternoon check-out - to reflect on the week and celebrate achievements.

All sessions are circle-based, promoting equality of voice, active listening, and shared responsibility - core principles of our restorative and peace-building approach.

Staying Connected & Celebrating Success

During Coaching, pupils stay informed about school life through the Coaching Chronicle and CarrManorTV, which highlight key events, opportunities, and pupil achievements. An abridged version, 'At A Glance', is shared with parents/carers to keep families connected and informed.

A Partner in Learning

Each pupil's coach acts as a trusted adult and advocate, offering one-to-one support and encouragement. This relationship ensures that every child has someone who knows them well, listens to them, and helps them navigate both learning and life at school.

Coaching also nurtures peer relationships across year groups, creating a supportive network where pupils look out for one another and contribute to a positive, inclusive school culture.



"The school has an impressive knowledge of its community and pupils."

MISS ELLIS'S COACHING GROUP

Ofsted 2025

Working in Partnership with Families

Coaches build strong, lasting relationships with families and meet with parents/carers three times a year during our Meet Your Coach Days. These conversations are a valued opportunity to reflect on progress, celebrate successes, and plan together for the term ahead.

Coaching & the House System

Each Coaching group belongs to one of our four Houses: **Tomlinson, Robinson, Trueman, and Bremner**. This strengthens identity and teamwork within the House system, while reinforcing the sense of community that defines Carr Manor.



Pupil Support & Special Educational Needs & Disabilities

Many children at some point in their school life will have an additional need of some kind.

At Carr Manor Community School, we are committed to supporting the learning, progress and attainment of all our pupils. Whatever your child's needs and abilities, our staff will be matching their work to help them reach their full potential.

Our school has a very diverse and harmonious community, and we continually monitor the progress of all pupils.

We aim to ensure that each pupil has access to a broad, balanced, and rewarding education through which they can meet their goals and achieve positive outcomes.

Within school there are members of staff available to give guidance on wellbeing, SEND, personal development, academic support and careers, bereavement, family support, and sexual health.

Pupils can also receive general help and support from their coach or a member of the safeguarding and inclusion teams.

In times of illness, we also provide a named person in school for pupils to talk to, as well as signposting to agencies who can provide additional specialist advice and support.





"The pupils have an unwritten contract with the school: you help me do well, and I will not let you down."

Ofsted 2025 9

Relational & Restorative Practice

'Knowing our children well' allows us to have strong relationships at Carr Manor Community School. We take the time to get to know each child, which allows us to give the right challenge and support.

Sometimes, relationships are tested and conflict happens. We see conflict as a part of life and recognise that helping children to restore relationships is an opportunity to teach them how to make peace with others.



Restorative Practice is a process that is used throughout the school. Sometimes, adults and Restorative Practice representatives will facilitate restorative conversations to support children who are struggling to regulate and need support to reflect accurately on their own behaviour. If a relationship has broken down and harm has been caused, we will work towards an RP mediation at the right time, in the right place, with the right person. This is because we value fair process: it's important that both parties hear each other's perspective and understand how the other person feels. They work together to resolve the conflict, make peace, and move forward.

All adults and children are trained in the principles of Restorative Practice. We encourage all children to access further training and become a Restorative Practice representative, as we recognise the value of these skills not just in school life but also at home, in their community and the wider world.

Leeds Learning Alliance

The Leeds Learning Alliance (LLA) is a consortium of Leeds organisations formed by a collective ambition to improve education and inclusivity across the city of Leeds and beyond.

Carr Manor Community School is a foundation school and the Leeds Learning Alliance is our trust. We are proud to be a founding member of the Alliance. Being part of the Alliance not only helps to improve the outcomes of our pupils by increasing the opportunities available to them through collaboration with other Alliance members, but also provides opportunities for our staff members to share and develop best practices.

The Alliance currently supports over 135,000 learners across the city, at every age range from early years to adult. We have come together to share our commonwealth of resources to reduce inequalities and improve learning, health and employment outcomes.

Our pupils have been involved in careers workshops with Ahead Partnership, volunteering and workshops at CATCH,

experienced the facilities at Leeds Beckett and Leeds Trinity University and had the chance to watch professional sport through the Leeds Rhinos Foundation. We have had visits from high-ranking officers from West Yorkshire Police, pupils have met with representatives of First Bus, and we have had workshops from the Northern School of Contemporary Dance. Our pupils have also delivered presentations at Leeds Learning Alliance meetings and conferences, considering issues of climate change and social justice.

Carr Manor Community School also benefits from being aligned and engaged with the LLA at a strategic level, allowing the school to develop new practice and share resources. These and many other fantastic opportunities arise from the strong relationships between organisations that the Leeds Learning Alliance makes possible.



Community

Community is in our school's name by choice, not coincidence.

We understand the importance of being Partners in Learning and working with those around us. We regularly invite families into school to see their child's learning or to meet with those who work closest with them. Such experiences include Meet Your Coach Day, Parent/Carer Consultation Evenings, Grandparents' Day, the Primary Phase Sports Day, Assemblies,

Presentation Afternoon, the Teddy Bears' Picnic, the Summer Fair, Parent/Carer Coffee Mornings, the English as an Additional Language celebration event, and Enrolment Evening.

Coaches are in regular contact with parents/carers to discuss their child's development and progress in school, both personally and academically. We believe it's important that families have a direct link with school and know that there is someone advocating for their child.

Our newly opened Carr Manor Community Hub on Stainbeck Lane is open to the local community and members of the public. It offers meeting rooms, a Peace Café, space for community groups to meet and larger event spaces.

We are proud of this space and the additional opportunities it provides for us to work with families and the wider community.







Independent Learning

Independent Learning is our way of delivering high quality learning outside of the classroom. It is a key part of your child's development and strengthens the links between home and school.

Primary Phase

In the Primary Phase, pupils receive weekly maths and English challenges for them to complete at home. These tasks are based on the core objectives a child needs to achieve in order to make good progress with their learning.

We also send home a half-termly home learning project which links to the Big Learning Question being covered in lessons.

In addition, we expect children to read at home on a daily basis for 20 minutes, as reading is key to all other learning.

Secondary Phase

Pupils will receive Independent Learning from their subjects on a fortnightly basis. Completing each piece of work will take around 20 minutes at Key Stage 3 and 30 minutes at Key Stage 4. It will require pupils to work independently and will allow them to consolidate and deepen learning from lessons.

Pupils will complete this work via their Microsoft Office accounts which they receive upon joining our school. This gives pupils access to Word, PowerPoint and Excel. Paper copies of the Independent Learning work are also available for pupils who wish to complete the work this way.

Our Independent Learning Hub is available each afternoon from 3.00-4.00pm, where pupils are able to access computers and receive support from members of staff.

Flexible Learning

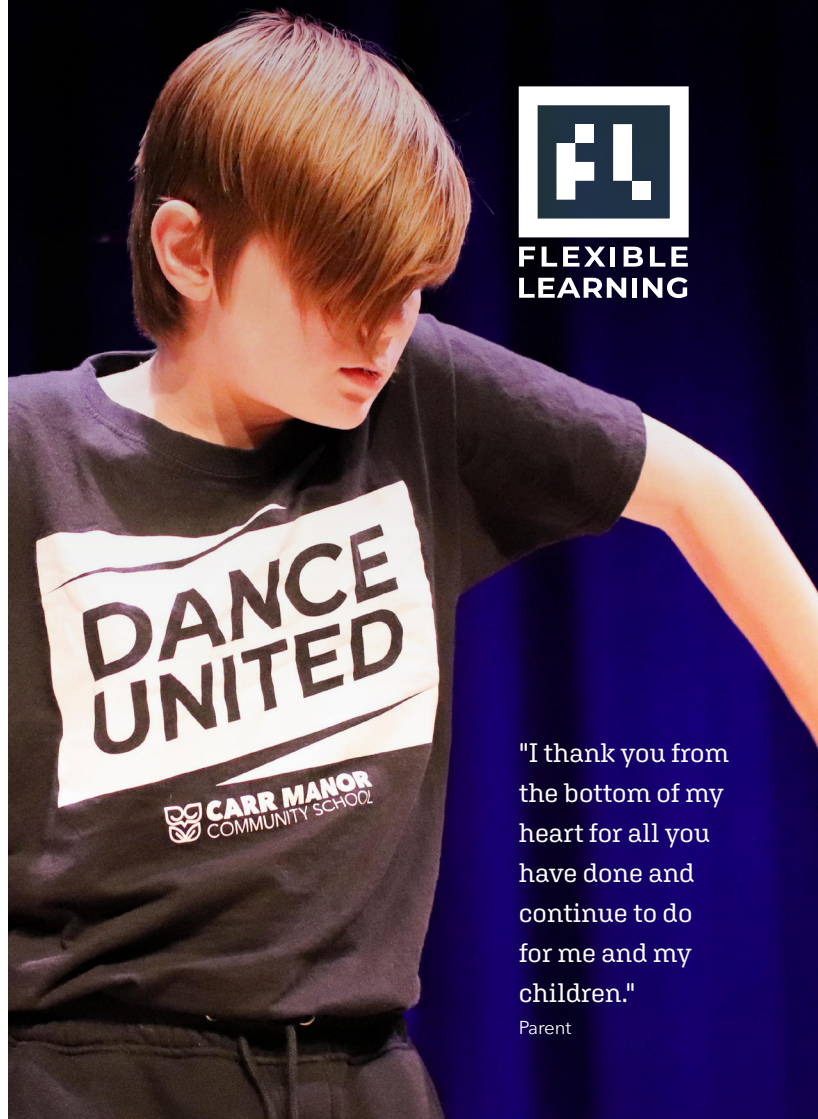
Getting to '**know our children well**' is not only about how we work in lessons - we also have Flexible Learning opportunities for pupils to develop skills outside of the classroom.

In both phases of the school, there are a range of Flexible Learning clubs that incorporate enrichment activities, intervention opportunities, sports teams and performing arts groups.

In the Primary Phase, pupils have access to a variety of clubs aimed at supporting their development, including games clubs, netball, cookery and art clubs. There are also some Flexible Learning clubs that are facilitated by, or delivered alongside, our older pupils.

In the Secondary Phase, over 100 sessions are run each week. These range from traditional sports clubs such as rugby and cricket, to film club, art club, mindfulness club and climate ambassadors club.

Flexible Learning provides our pupils with many chances to pursue what they enjoy, make new friends and try new things. They are also an excellent way for pupils to build character, and we encourage pupils to establish and run their own Flexible Learning clubs as part of our commitment to supporting volunteering opportunities.



"I thank you from the bottom of my heart for all you have done and continue to do for me and my children."

Parent

Curriculum



Our personalised approach to the curriculum is a unique way of ensuring the quality of our teaching is consistently high and that pupils develop the skills needed to meet or exceed their personal targets. From Early Years through to our post-16 provision, we use a Learning and Relationship Agreement to set clear expectations and goals.

The Early Years Foundation Stage curriculum covers seven areas of learning and development. Everything is underpinned by three prime areas: communication and language, physical development, and personal, social and emotional development. In addition, there are four specific areas; literacy, mathematics, understanding the world and expressive arts and design, through which the prime areas are applied. Phonics is taught using letters and sounds.

In Key Stage 1, children follow the National Curriculum which covers English, mathematics, science, design and technology, history, geography, art and design, music, physical education, computing, PSHE and religious studies. In Key Stage 2, learning is extended to include a modern foreign language and computing. Children have swimming lessons in Lower Key Stage 2 as part of their physical education provision. Children in the Primary Phase have access to a range of specialist teaching and resources in the Secondary Phase, including PE, the arts, technology, computing and modern foreign languages.

Across both phases of the school, pupils engage in our Personal Development Programme (PDP). This programme runs from EYFS to Year 11 and integrates all of the statutory non-accredited elements of the National Curriculum, which develops children with skills for life beyond Carr Manor. Topics covered include relationships, sex, health and economic education, citizenship and CEIAG (careers education, information advice and guidance).

From Years 7 to 11, the curriculum is applied with a number of innovative features. For example, Year 9 pupils study Peace Education which allows them to explore their relationship with themselves, with others, with the community, and their relationship with the planet.





We have developed our curriculum to allow a wide range of subject qualifications in Years 10 and 11. We are proud to be able to offer courses that meet the interests of our children, including sociology, drama, dance, music, health and social care, computer science, creative iMedia, 3D design, art and design, sport studies, food preparation and nutrition, business, religious studies, French, Spanish, history and geography.

For post-16, we work with our partners across Leeds to signpost pupils to the best options available for them for further study, retaining a small cohort of pupils each year who benefit from staying with us to experience a personalised introduction to further education.



YEAR 7 FOOD TECHNOLOGY

"We want to thank the excellent teachers and other non-teaching staff for not just supporting our child academically, but also for helping them to become a well-rounded and confident young person."

Parent



Recognition & Dojo

Children are developed and gain life skills as much outside of the classroom as they do in. That's why we believe it's important to recognise and reward these extra-curricular activities.

We use an app called Recognition, which was created and developed in-house, to celebrate and capture pupils' participation in extra-curricular activities. These include opportunities such as:

- Activities and clubs
- Teams and competitions
- Volunteering and supporting school events
- Acting as an ambassador for the school (for example, meeting visitors)

Children achieve digital badges that are saved in their Recognition Timeline. Each badge holds a House Point value to allow children to see how they are contributing to the overall school House Point competition.

Each badge is linked to one or more character attribute. This enables children to see how they are developing their character by participating in optional activities. Pupils can look through their timeline with their coach at Meet Your Coach Days, meaning families are also able to see the activities that they are taking part in.

Recognition is used across our through-school, and in addition to that, we also use ClassDojo in the Primary Phase. This recognises children's success during the day. Children have their own dojo monster character and accumulate dojo points, which families can also view. We also share key messages to Primary Phase families using school stories and instant messages.

Seeing their achievements on Recognition gives pupils the incentive to continue with their extra-curricular activities, as well as being a place they can refer back to as reference for when they are completing their post-16 applications.





Performance

At Carr Manor Community School, we are once again proud of the excellent achievements of our pupils.

Primary Phase Performance

In 2026, our children performed very well, exceeding national average figures.

At 'expected', pupils achieved Reading 79%, Writing 82%, and Maths 81%.

At 'higher standard' pupils achieved Reading 40%, Writing 24% and Maths 34%.

We are proud of our Year 6 children's fantastic attitudes to learning, the progress they have made and their overall individual and collective achievements. They are well prepared for their next stage of learning and enter the Secondary Phase as well-rounded learners with a wealth of knowledge, skills and experience gained as part of such a unique offer.

Secondary Phase Performance

In 2026, pupils have continued to achieve high levels of academic success, and we are very proud of their individual achievements.

77% of all entries were awarded at a pass (grade 4) or higher, compared to 67% nationally with 28% of all grades awarded at the highest levels (7-9, the equivalent of A/A*). Levels of attainment across all subjects, including English and maths, were significantly above national averages, and we were delighted to see the highest numbers of young people secure their first choice post-16 destination. These excellent results reflect the pupils' hard work and resilience over their time with us.

They also demonstrate that our broad and balanced curriculum allows pupils of all abilities and backgrounds to achieve to their full potential.

"Academic success is not just high; it reaches impressive new heights yearly."

Ofsted 2025

Pupil experiences

We are proud to offer a vast range of enriching experiences for our pupils both in and out of school.

These extra-curricular activities are key to developing pupils' character; they communicate and show inclusiveness with others, build resilience when things get tough, and demonstrate critical thinking and initiative when faced with new challenges.

From Early Years through to Year 11, pupils' learning is expanded upon through a trip they will attend, a guest-speaker they will hear from or a workshop they will be involved with.

Pupils visit the theatre to support their learning in performing arts or English; perform at concerts or in competitions as part of music or dance; visit local colleges, universities and attend our careers fair to help them understand future career options; support our four House charities through raising awareness and money; take part in sports days and the school Dash to promote healthy competition; enjoy residential in Years 5, 7 and 10 where they make new friends and learn new skills; perform in school musicals; celebrate diversity in school at One World Day; and complete Bronze and Silver expeditions for Duke of Edinburgh.

We are proud to provide these opportunities, which enrich and broaden our pupils' school experience.



"We feel very proud and fortunate to be able to send our children to Carr Manor."

Parent



CARR MANOR COMMUNITY SCHOOL

**SPORTS
DAY**



Admissions

We welcome all prospective pupils and parents/carers to visit the school by appointment.

Our admissions arrangements are published on our website and supported by Leeds City Council through the Children's Service Department.

Please visit our website for further information regarding admissions.



Pre-School Admissions

We are pleased to introduce the Carr Manor Community Pre-School, which opened in September 2024, with places available for 2, 3 and 4 year-olds.

To enquire about a place at our Pre-School, please complete the form at **www.carrmanor.org.uk/pre-school**, or contact our Primary Phase office on **0113 336 8400** (option 3).

Children who join our Pre-School do not automatically receive a place in our Reception class. Applications will still need to be made to Leeds City Council regarding Reception places.

Primary Phase Admissions

If your child was born between 1st September 2022 and 31st August 2023, you will need to apply for a primary school place starting in September 2027.

The application process is open from 1st November 2026 - 15th January 2027.

All applications for pupils to start Reception should be made online to the local authority.

For further information, please visit

www.leeds.gov.uk/schools-and-education or contact **startingprimary@leeds.gov.uk** or **admissions@carrmanor.org.uk**

Secondary Phase Admissions

Applications for Year 7 secondary school places starting in September 2027 are open from 1st September - 31st October 2026.

For further information, please visit

www.leeds.gov.uk/schools-and-education or contact **startingsecondary@leeds.gov.uk** or **admissions@carrmanor.org.uk**





**CARR
MANOR**
COMMUNITY
SCHOOL

CHRISTMAS SHOWCASE

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