



St. Catherine's Catholic School for Girls
Additional Information



Contents

Admissions Policy	Page 02
Ethos, Standards and Expectations	Page 04
Specialist School	Page 04
KS3 Curriculum	Page 05
KS4 Curriculum	Page 06
Enrichment Programme	Page 06
Inclusion	Page 06
Education in Human Relationships	Page 06
PSHCE	Page 07
Special Educational Needs	Page 07
School Uniform	Page 07
Charging Policy	Page 07
Complaints	Page 08
Attendance	Page 09
Holiday Dates	Page 09
Destinations	Page 10
Chair of Governors	Page 10

Admissions Policy

For entry in the academic year commencing September 2010

St. Catherine's Catholic School for Girls is a Catholic comprehensive school in the Diocese of Southwark. The governors are fully committed to maintaining the status of the school and wish to encourage applications from girls of all abilities.

Admissions to the school are made by the Governing Body.

The planned number for admissions in September 2009 is 210.

Parents must make application for admission to Year 7 by completing the Common Application Form (CAF) provided by the Local Education Authority in which the applicant lives.

The closing date set nationally for the return of the forms to the Local Education authority is Friday 23rd October 2009. Applications for places in other year-groups can be made at any time.

The Governors will require parents to complete a supplementary form and return this to the school by the same date. The Supplementary Form will be to establish Catholic practice and commitment. It will seek information not available on the common Application Form relating to the evidence set out in Section 1 below. It will require a reference from a parish priest or other minister of religion.

Criteria for admission

Governors will give priority to Catholic girls with Catholic practice. Baptised Catholic girls whose practice is not within Catholic tradition will be considered after Catholic girls with Catholic practice. The evidence which governors will take into account will be:

1. Evidence

- 1.1. A self-assessment of Catholic or Christian practice and observance, to be countersigned by the parish priest, chaplaincy minister or minister of religion.
- 1.2. The originals of the baptismal or First Holy Communion certificates of the applicants for places.

2. Oversubscription criteria:

Where more applications are received than there are places, applicants will be admitted in the following order:

- 2.1. Baptised Catholic 'Looked-after children' or 'Looked-after children' in the care of Catholic families, according to the Local Government and Children's Act 1989.
- 2.2. Baptised Catholic girls.
- 2.3. Other 'Looked-after children'.
- 2.4. Girls who are baptised members of Eastern rite churches that are not in communion with the See of Rome.
- 2.5. Girls who are Christians (either baptised or preparing for adult baptism) who are in membership of Churches Together in England or the Evangelical List, provided that they have a statement of Church membership from the appointed minister or leader.
- 2.6. Girls of other faiths, provided that they have a statement of membership from a faith leader etc.
- 2.7. Other girls.

Where it is necessary to choose between applicants within each of these groups, priority will be given to those girls whose applications show the greatest degree of religious practice and commitment, shown from the evidence described in (1.1. & 1.2.) above. Evidence scrutinised will include: the priest's endorsement form showing regular practice; and evidence of baptism and First Holy Communion.

3. Tie-breakers

Where applicants are of equal standing within each of 2.1. – 2.6. above, the following sub-criteria will apply:

- 3.1. Within each of groups 2.1. to 2.6. above, preference will be given to applicants who have a named sibling attending St. Catherine's Catholic School for Girls, St. Columba's Catholic Boys' School or Christ The King: St Mary's at the time of the applicant's application; (*Note: siblings equals "brothers or sisters", adopted siblings, stepbrothers or sisters and foster brothers or sisters. It would not include other relatives eg cousins.*)
- 3.2. The shortest distance from the girl's home to the front entrance of the school measured by the Local Authority. The distances are by the nearest walking route (by public highway and lighted footpath) not 'as the crow flies'.

4. Notes for guidance

- 4.1. An applicant who has received sacramental baptism according to the rites of a church which is in membership of Churches Together in England and is either preparing formally for or has made her First Holy Communion in a Catholic church at the time of application shall be considered a Catholic for the purposes of these criteria, as will an applicant baptised into an Eastern rite church which is in communion with the See of Rome.
- 4.2. Applications made after the closing date will be processed once the allocation procedure for on-time applications has

been finalised. Priority among applications will be given to those who have recently moved into the area, in accordance with the Admissions criteria.

- 4.3. The School will keep a Waiting List. The order in which applicants appear on the waiting-list will be determined according to the same criteria as are the admissions.
- 4.4. If an applicant and her parents have lived in a parish for fewer than two months at the time of application, they may seek support from the parish priest of their previous parish.
- 4.5. In the event that a parish priest has been in post for fewer than two months before the time of signing or who is away from the parish long-term, the governors will accept a signature from the previous parish priest, or from a parish worker (such as a deacon or parish sister) who knows the applicant. In this case, the parish priest should countersign.
- 4.6. If a Christian, non-Catholic girl applies to the school, whose father or mother is the local minister/pastor, the 'priest's endorsement' should be counter-signed by another accredited pastor/minister.

5. Appeals

Parents and guardians have the right of appeal against any refusal of the Governing Body to admit their daughter. All appeals should be directed in writing to the Clerk to the Appeals Panel at the school (an independent clerk appointed under the terms of the relevant Education Act). A letter explaining the basis for the appeal either on the grounds of maladministration by the school or because of the over-riding need of the child should be received at the school, by Friday 19th March 2010 at the latest.

6. Admissions for September 2009

For entry to Year 7 in 2009, 439 applications were received and 210 places offered an accepted. 203 of these were to Catholic girls. For September 2009, there were 31 appeals, of which 31 were heard. 6 were upheld.

Ethos, Standards and Expectations

St Catherine's is a very special place for our girls. We strive to provide a learning environment that is safe and secure in both a physical and emotional sense. We do this by basing everything on our shared understanding of the **Gospel values** which underpin all our interactions.

As a Catholic School we are committed to building a community where each individual feels valued and supported. This is the heart of our Christian faith.

We do have high **expectations** of the girls academically and encourage them to develop high aspirations for themselves. However we also focus on developing the girls as young women with high self-esteem and self-respect. This is so important in today's society where it is hard for the girls to find role models. In the context of a Catholic school there is a clear message about morals and values based upon the teachings of the church.

We do have very clear boundaries and they are consistently applied. Our behaviour for learning system gives the girls choices and they know if they make the wrong choice what the consequence will be. Fortunately the vast majority of girls **choose** to **learn** and enjoy great success.

Bullying is understandably a concern for parents and students; we take a very tough line on this. Cyber bullying which may take place from home can impact on life in school and we urge parents and carers to be vigilant in monitoring the activities that their daughters are engaged in. Any instance of bullying once investigated and proven will be dealt with and sanctions given.

Attendance at school is crucial to progress and attainment therefore we monitor this very

closely. Absences, which cannot be explained by parents/carers, will be treated as truancy and will incur a serious sanction of a Saturday detention. Secondary school is a preparation for working life and therefore we also expect the girls to arrive on time. Lateness to school is dealt with by the Year Leaders and students will be detained at the end of the day.

The School Code is regularly reviewed and involves our School Council. The girls of St Catherine's want to learn. They recognise that a disciplined, well-ordered environment – where there is mutual respect between student and teacher – creates the right learning climate for them to do this.

We expect our girls to be polite, well mannered and courteous at all times and to all members of the community. We make it very clear to the girls that they are required to maintain our high standards beyond the school boundary and any behaviour that brings the good name of the school into disrepute will be taken seriously.

Specialist School

St Catherine's is a member of the Specialist School Trust and our specialism is in Media Arts. The three specialist subjects through which our work is driven are Media, English and Drama. We are raising standards in the three subjects concerned and by working throughout the school on collaborative projects. We introduce and promote innovative and active ways of enhancing our students' learning; media texts, film, drama and literacy skills take a priority place across the curriculum. We extend our skills to our partner primary schools to ensure that pupils in KS2 can benefit from our expertise and facilities. The impact of our specialism is felt both inside and outside our school, as we are to continue to offer many diverse and exciting opportunities for our students and the wider community.

The KS3 Curriculum

Our curriculum focuses on the qualities and skills learners need to succeed in school and the economic world beyond. It enables students to become:

- **successful learners** who enjoy learning, making progress and achieving
- **confident individuals** who are able to live safe, healthy and fulfilling lives
- **responsible citizens** who make a positive contribution to society

We want our students to respond positively to the opportunities and challenges of the rapidly changing world in which they live and which they will work in; to have an enquiring mind, to be creative thinkers, good communicators and independent learners.

Key Stage 3

All students at Key Stage 3 (Years 7, 8 and 9) follow a broad and balanced curriculum which reflects the school's aims and meets the statutory requirements of the Education Act 2002.

The first three years, Years 7 to 9, teaching is generally in form groups with the exception of English, Maths and Science, who set according to ability in Year 8 and Year 9.

In Year 7 students have the opportunity to study the Creative Curriculum, which is a skills based curriculum. It will help to:

- Develop transferable skills and competencies such as literacy, numeracy and ICT.
- Embed Learning to Learn and Social and Emotional Intelligence into the curriculum.
- Create engagement in independent learning through an innovative and engaging curriculum for students in the 21st century.

Year 7 Curriculum

- Art
- Creative Curriculum
- Design Technology
- Drama
- English Language and Literature
- Information Technology
- MFL
- Music
- Mathematics
- Personal, Social, Health, Citizenship, Careers and Sex Education
- Physical Education
- Religious Education
- Science

Year 8 & 9 Curriculum

- Art
- Design Technology
- Drama
- English Language and Literature
- Geography
- History
- Information Technology
- MFL
- Music
- Mathematics
- Physical Education
- Religious Education
- Science
- Personal, Social, Health, Citizenship, Careers and Sex Education

The KS4 Curriculum

All students follow a core offer leading to GCSEs in:

- Religious Education
- English
- English Literature
- Mathematics
- Science (Double award (2 GCSEs) or
- Biology, Chemistry & Physics (3 separate GCSEs)
- ICT
- Btec PE
- PSHE

All students also follow an ASDAN course in each year leading to GCSE

- Career Planning (Year 10)
- Certificate of Personal Effectiveness (Year 11)

Additionally students take three academic or vocational optional courses leading to GCSEs or their equivalent from the following range:

- Art & Design
- Catering 7 Hospitality
- Child Development
- Drama
- French
- Geography
- Graphic Products
- Health & Social Care
- History
- ICT
- Leisure & Tourism
- Media
- Music
- PE
- Performing Arts
- Spanish
- Textiles

Enrichment programme

We aim to provide opportunities for our most able students through high expectations and supplementing the normal curriculum with extension tasks and activities. Some activities will be off site or specialists are invited in to work with students.

To ensure our students build on their learning experiences we offer taster sessions to further education involving a number of further educational institutions and universities.

Inclusion

St Catherine's is firmly committed to the principles of the 'Every Child Matters' agenda. All students are given the opportunity to benefit fully from the whole range of academic, spiritual, cultural and social opportunities provided. Each student is encouraged to achieve her full potential, receiving individual help and support as necessary. Regular attendance and good punctuality are key features of a successful education. Attendance is closely monitored and parents have an essential role to play in supporting the school and their daughter in achieving this success.

Education in Human Relationships

At St Catherine's we provide an education in sexuality which informs and equips our students to make the best choices on a personal, moral and spiritual level, with wisdom, knowledge and compassion. Our programme is delivered in a Catholic, Christian context and according to Diocesan Guidelines and the National Curriculum standards, with regard to the specific knowledge students should have.

Our delivery is through RE, Science and our Citizenship programme including Health Education. Other subjects also share the delivery depending on what is being covered:

- English through Literature and Poetry
- Art through specific works
- History and Media also have input

Each subject aims to help students further explore the importance and consequences of any relationship, at what ever stage in life. Above all it aims to empower them to manage the pressures of society and the Media, with regard to their self respect and the respect of others. The dignity of every person is sacred and as a woman, each student has the future expectation of motherhood, which carries with it tremendous responsibilities.

PSHCE

The major part of the PSHCE curriculum is explored on five days in the year when normal timetable is suspended across the school and a special programme of visits, specialist sessions and events is arranged. This includes opportunities for the students to broaden their musical, artistic, cultural and sporting experience. We also welcome several outside agencies and theatre groups to further enhance the PSHCE programme.

Students are encouraged to consider their role as citizens in their contribution to the school and their community. Some aspects of Citizenship are also covered in the academic curriculum.

Special Educational Needs

The full development of the potential of every student is central to the ethos at St Catherine's. Students may be identified as needing extra support from the Special Educational Needs Department for a variety of educational, medical or emotional reasons. Support may be provided on an individual or small group basis, or may be given in class. The Department works closely with staff and parents to ensure the most effective response to a student's needs.

School Uniform

Main School Uniform:

- Black watch tartan kilt, must be worn below the knee
- White blouse (for Years 7 to 9)
- Pale blue blouse (for Years 10 and 11)
- Dark, navy blue blazer with school badge
- Dark, navy blue 'V-neck' jumper with green stripe on 'V' only
- Plain black shoes (not trainers, high heels, sling backs, canvas nor boots)
- Plain, unpatterned navy or black tights or navy, black or white socks
- Plain, dark navy or black outer coat with no logo or brand name

PE Kit:

- Pale yellow aertex blouse with school badge
- Plain navy sports skirt or shorts (Years 7-9) or jogging trousers (Years 10-11) with no logo or brand name
- School navy fleece (optional)
- Plain, white trainers

John Lewis of Bluewater is the recognised suppliers of St Catherine's uniform.

Charging Policy

Educational visits and activities

The 1988 Educational Act brought into force on 1 April 1989 a new statutory framework for charging school activities. Thus, all education provided at school during school hours shall be free. The following are exceptions when a charge will be levied:

- individual tuition given in a musical instrument
- the board and lodging element of expenses incurred on

- a residential trip
- activities which take place wholly or mainly outside school hours

In the case of activities, trips or visits which take place during school hours as optional extras, parents will be asked to contribute a proportionate sum for their child once the aggregate cost has been determined. Failure to meet the aggregate cost from voluntary contributions means that the activity, trip or visit will not take place.

The following wording will be incorporated into letters to parents regarding such activities, trips or visits:

The visit cannot take place unless we can raise by voluntary contribution the sum of ...per student. This covers the cost of... I should be grateful if your daughter would bring the contribution, together with the reply slip below, in an envelope marked with her name and form and addressed to her Form Tutor by... If a cheque is enclosed, please write her name and form on this also. You will be informed as soon as possible if sufficient contributions are made to permit the visit.

Complaints

In any community, things occasionally go wrong. When that happens, we want to make it as easy as possible to address any issues with parents. Therefore, we here set out the procedures which we use to sort out such situations.

Before doing this, we should like to say that a way of preventing problems from developing is for parents to encourage their daughter to share any problem or anxiety with her tutor, subject teacher, Year Learning Co-ordinator, Subject Leader or one of the Deputy or Assistant Heads, however trivial it may seem to be. If the

problem does develop; we are then able to sort it out as quickly as possible. In order to inform us of their concerns, parents can:

- write a comment in the student's planner either for the Form Leader or the Subject Teacher;
- write a note to the Form Leader or Subject Teacher;
- contact the Subject Leader to ask for an appointment;
- contact the Year Leader to ask for an appointment;
- telephone or write a note to the Senior Leader in charge of the Year Group, asking for an appointment.

We are confident that matters can usually be sorted out satisfactorily and informally in these ways. If, however, after following these procedures, parents are not satisfied, they may make a formal complaint in writing to the Head Teacher. When written complaints are made, we acknowledge the complaint in writing within two school days. In the acknowledgment, we will include:

- the name of the staff dealing with the complaint;
- a deadline of no fewer than seven working days for notifying parents of progress that has been made;
- if at all practicable, a deadline of ten school days for settling the complaint.

If we are unable to resolve the matter in school, a complaint may be addressed in writing to the Chair of Governors at the school. In this case, we have a formal complaints procedure which is available on request.

Attendance 2008–2009

Number on roll up to May 2009: **1054**

Whole school attendance: **93.7%**

Unauthorised absence:

Years	as % of possible attendance
7	0.1
8	0.3
9	0.8
10	0.9
11	0.6
Total average:	0.6%

Authorised absence

Years	as % of possible attendance
7	5
8	5.5
9	7
10	6.6
11	4.7
Total average:	5.8%

School Term and Holiday Dates 2010–2011

Autumn Term 2010

Term starts:

Friday 3rd September

Year 7: 8.40am – 12.00pm

Year 8 – 10: 9.30am – 12.40pm

Half Term:

Monday 25th October – Friday 29th October

Term ends:

Friday 17th December

Spring Term 2011

Term starts:

Wednesday 5th January

Half Term:

Monday 21st February – Friday 25th February

Term ends:

Friday 8th April

Summer Term 2011

Term starts:

Wednesday 27th April

(Bank holiday Monday 2nd May)

Half Term:

Monday 30th May – Friday 3rd June

Term Ends:

Thursday 21st July

Destinations

Destinations of those leaving St. Catherine's in 2007

Year 11:

Those going on to other schools or Sixth Form College	128
Those leaving to attend colleges of Further Education	56
Those going straight into work with training	7
Those going to work with no training	0
Those moving out of the area	0
Other	2
Not Known	6
Unsure	2
Total:	201

Chair of Governors

Mrs T Gladwin

Governors and the Clerk to the Governors can be contacted at the school address.

St. Catherine's Catholic School for Girls

Watling Street
Bexleyheath
Kent DA6 7QJ

T. 01322 556333
F. 01322 555919
E. admin@stccg.co.uk

Patricia M Slonecki (PMS)

e-Signed 2009-09-30 03:18PM GMT

pslonecki@stccg.co.uk