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## INTRODUCTION

St Mary's Catholic High School has been serving the Catholic community in North East Derbyshire for over 250 years. We are a geographically diverse community, united by the messages of Christ in the Gospel and the teachings of the Catholic Church.

Our Mission at St Mary's is to 'Live, Love and Learn in the Light of Christ'. This School has been created in order that we might teach students about how to live the Catholic life in a contemporary society where they are provided with the skills and education to make the right choices for them in the knowledge that they are a child of God.

St Mary's is a school with a vision to create opportunities for holistic education and academic excellence regardless of ability and in recognition that we have all been given unique gifts and talents.

It is our vocation as staff at St Mary's to ensure that our students go out into the world equipped with knowledge, self-worth, and benevolence. We hope that they will become stewards of the earth; people who take care of our environment and in whom charity is their core value. We are guided by the lives of the Saints on our journey.

<u>Year Group</u>	<u>Saint</u>	<u>Patron/Reference</u>	<u>Saint's Day</u>
Year 7	St Therese of Lisieux	Care for others	1 October
Year 8	St Francis of Assisi	Care for creation	4th October
Year 9	St Vincent de Paul	Care for the poor	27th September
Year 10	St Martin de Porres	Care for the sick	3rd November
Year 11	St Josephine Bakhita	Care for those who are persecuted	8th February
Year 12	St Catherine of Siena	Care for those who have no voice	23rd April
Year 13	St John Bosco	Care for all things	31st January
Staff	St John De La Salle	Teachers	7 April

## SCHOOL MOTTO

### GAUDIUM ET SPES

Vatican II - Joy and Hope

**Headteacher:** Mrs M Dengate    **Chair of Governors:** Mr W Hayes

## MISSION STATEMENT

### “Live, Love and Learn in the Light of Christ”

Christ is at heart of St Mary’s Catholic High School.

This is expressed in our liturgical prayer, assemblies, acts of worship and commitment to Catholic social teaching.

We have a vibrant chaplaincy team, consisting of a head of chaplaincy, a lay chaplaincy coordinator and a chaplaincy assistant.

As a Catholic school Religious Studies is at the core of our academic syllabus for all pupils. At St Mary’s we want to ensure that the four elements of discipleship permeate every aspect of school life:

1. Personal prayer
2. Social justice
3. Charity
4. Worship

The school arranges a variety of residential and day retreats so that all pupils in Years 7-13 are invited to participate in spiritual formation. Pupils in Years 10, 11, 12 and 13, in particular, are encouraged to join the Diocesan pilgrimage to Lourdes. Each year group in school has a particular saint as their patron and a theme which is connected to that saint.

Various Catholic advisory bodies are involved with the school and on occasion are invited to school for talks and discussions with pupils.

Our school often invite inspirational Christians to work with pupils, for example we are privileged to welcome Margaret and Barry Mizen into school each year to talk to students about living their faith. Our School has links to all its feeder Parishes and very close links with the school's Parish of 'Our Lady, Queen of Peace' in Chesterfield.

As a school we welcome involvement from local community groups, parents and religious organisations.

Fundamentally, we see our role as making Christ known to all people.

## RELIGIOUS STUDIES

In Religious Studies students develop a coherent understanding of the Catholic faith and an appreciation of the religious, spiritual, cultural and moral diversity within the world.

Our inspiring curriculum serves the needs of all students, no matter their spiritual background, challenging them to think critically and excel academically. We give students the opportunity to think about who they are and what they stand for, preparing them to become resilient, respectful and active citizens.

Every pupil takes Religious Studies at KS3 and KS4 and Religious Studies is offered for A Level study.

Pupils will study Catholic Christianity in KS3 with elements of other world religions including Islam, Judaism and Hinduism. At Key Stage 4 all students are entered for the full GCSE (Eduqas Route B) and, as per the request of the Bishop of Hallam we teach 25% Judaism and 75% Catholicism.

Students who opt to study Religious Studies at A Level follow the Eduqas Religious Studies specification which combines Philosophy, Ethics and Christian Theology. It is a dynamic course which develops both understanding of religion and key essay writing and analytical skills. In addition to this all students at KS5 take our Religion and Life course which covers a wide range of ethical, philosophical and cultural issues alongside study of other faiths.

## OUR PATHWAY TO PRACTISING BRITISH VALUES

Values are principles or standards of behaviour; one's own judgement about what is important in life.

We all possess certain values, things we think are important and would always do and things we don't want to do because they go against our beliefs and/or principles. In our school we are all working towards becoming really good human beings and valuable members of society. In our lessons, assemblies, retreats, trips and at home, we are learning all the time about the importance of being ready, being respectful and being safe. In short we are learning how human beings should behave and about the sort of person we are called to be.



There are different types of values – our 'fundamental British values' are: democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. As a Catholic Christian School we would also add the Gospel values and the values of the Beatitudes.

### The Beatitudes

Blessed are the poor in spirit - We are challenged to look after people who are poor (who have no money), and also those who are poor in spirit (who might be missing something important in their lives)

Blessed are those who mourn - We are challenged to accept times of sadness in our lives, have the courage to say "sorry" and to feel sad when something bad has happened.

Blessed are the gentle - We are challenged to be gentle and treat others with kindness, patience and compassion. This means we should help other people.

Blessed are those who hunger and thirst for goodness - We are challenged to follow God's commands such as the 10 commandments and Christ's commandment to love one another.

Blessed are the helpful and forgiving - We are challenged to forgive other people and not to hold grudges. We are also challenged to help people who are in need, even if it puts us out.

Blessed are the pure in heart - We are challenged to be aware of the things we do and think about how our actions impact upon us and others. We are challenged to be aware of our spiritual side.

Blessed are the peacemakers - We are challenged to be people who work for harmony and non-violence in our communities and in the world.

Blessed are those who are attacked and judged - We are challenged to help others who are being treated badly when they have done the right thing. We are challenged to live out our beliefs even if it means that people might not like us for it.

# ADMISSION

## Introduction

St Mary's Catholic High School is a Catholic voluntary academy in the Diocese of Hallam. This means that the members of Parishes in the Dioceses of Hallam and Nottingham have contributed towards the cost of building the school and continue to care for its buildings and its people.

It is a Catholic voluntary academy in which the Governing Body is responsible for admissions. It is guided in that responsibility by the requirements of law, by advice from the Diocesan Trustees, and its duty to the Catholic community and the Common Good. The school provides distinctive, Christ centred, Catholic education for children aged 11 to 18.

As a Catholic school, we aim to provide a Catholic education for all our pupils. At a Catholic school, Catholic doctrine and practice permeate every aspect of the school's activity. It is essential that the Catholic character of the school's education be fully supported by all families in the school. We therefore hope that all parents will give their full, unreserved and positive support for the aims and ethos of the school. This does not affect the right of an applicant who is not Catholic to apply for and be admitted to a place at the school in accordance with the admission arrangements.

The governing body is the admission authority and has responsibility for admissions to this school. The local authority undertakes the co-ordination of admission arrangements during the normal admission round (excluding admission to year 12). The governing body has set its published admission number at 195 pupils to year 7 in the school year which begins in September 2022.

*Pupils with an Education, Health and Care Plan or a Statement of Special Educational Needs (see note 1)*

The admission of pupils with a statement of Special Educational Needs or an Education, Health and Care Plan is dealt with by a completely separate procedure. Children with a Statement of Special Educational Needs or Education, Health and Care Plan that names the school must be admitted. Where this takes place before the allocation of places under these arrangements this will reduce the number of places available to other children.

## *Oversubscription Criteria*

### **Our Parishes**

Our Lady Queen of Peace Chesterfield

Immaculate Conception Spinkhill

St Michael's Hathersage

Christ the King Alfreton

St Joseph's Shirebrook

St Joseph's Matlock

All Saints Hassop

Our Lady of Sorrows Bamford

**Family of Primary Schools**

Christ the King Alfreton

Immaculate Conception Spinkhill

St Mary's Chesterfield

St Joseph's Staveley

St Joseph's Matlock

St Joseph's Shirebrook

At any time where there are more applications for places than the number of places available, places will be offered according to the following order of priority:

1. Catholic looked after and previously looked after children (see note 2 and 3).
2. Catholic children who live in one of our Parishes or attend one of our family of primary schools (see notes 3 and 4 below and the two lists at the top of this page).
3. All other Catholic children and members of an Eastern Christian Church (see notes 3 and 5).
4. Children who have brothers and sisters who, at the point of application and admission, attend St Mary's Catholic High School (see note 8).
5. Other looked after and previously looked after children. (see note 2)
6. Children of other Christian denominations and children of other faiths whose membership is evidenced by a minister of religion or other religious leader who have attended one of our family of primary schools (see notes 6 and 7).
7. All other children of other Christian denominations and children of other faiths whose membership is evidenced by a minister of religion or other religious leader (see notes 6 and 7).
8. Any other children who have attended one of our family of primary schools.
9. Any other children not in any of the above categories.

**Tie Break**

Should the planned admission limit be reached mid category priority will be given to children living closest to the school determined by the shortest distance. The Governing Body, as the admissions authority, will make a decision based on the GIS (Geographical Information System) used by Derbyshire Local Authority to measure a straight line distance from home to school (as plotted on the children's services department Geographic Information System). This "tie breaker" will apply for every category apart from category 2. In the event of distances being the same for two or more children where this would determine the last place to be allocated, random allocation will be carried out and supervised by a person independent of the school. All the names will be entered into a hat and the required number of names will be drawn out.

## *Application Procedures and Timetable*

To apply for a place at this school in the normal admission round<sup>[1]</sup>, you **must** complete a Common Application Form available from the local authority in which you live. You are also requested to complete the Supplementary Information Form attached to this policy. The Supplementary Information Form should be returned to Mrs L Roughley by 31 October 2021.

You will be advised of the outcome of your application on 1 March 2022 or the next working day, by the local authority on our behalf. If you are unsuccessful (unless your child gained a place at a school you ranked higher) you will be informed of the reasons, related to the oversubscription criteria listed above, and you have the right of appeal to an independent appeal panel.

***If you do not provide the information required in the SIF and return it by the closing date, together with all supporting documentation this is likely to affect your child's chance of being offered a place.***

**All applications which are submitted on time will be considered at the same time and after the closing date for admissions which is 31 October 2021.**

### **Late Applications**

Late applications will be administered in accordance with your home Local Authority Secondary Co-ordinated Admissions Scheme. You are encouraged to ensure that your application is received on time.

### **Admission of Children Outside their Normal Age Group**

A request may be made for a child to be admitted outside their normal age group, for example if the child is gifted and talented or has experienced problems such as ill health.

Any such request should be made in writing to **Mrs L Roughley at St Mary's Catholic High School** at the same time as the admission application is made. The governing body will make its decision about the request based on the circumstances of each case and in the best interests of the child. In addition to taking into account the views of the Headteacher, including the Headteacher's statutory responsibility for the internal organisation, management and control of the school, the governing body will take into account the views of the parents and of appropriate medical and education professionals, as appropriate.

### **Waiting Lists**

In addition to their right of appeal, unsuccessful children will be offered the opportunity to be placed on a waiting list. This waiting list will be maintained in order of the oversubscription criteria set out above and **not** in the order in which applications are received or added to the list. Waiting lists for admission will operate throughout the school year. The waiting list will be held open until the last day of the summer term.

**Inclusion in the school's waiting list does not mean that a place will eventually become available.**

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<sup>[1]</sup> This is for applications to the school at the start of the school year in September and not for applications made in-year.

## **In-Year Applications**

An application can be made for a place for a child at any time outside the admission round and the child will be admitted where there are available places. Application should be made to the school by contacting Mrs L Roughley at St Mary's Catholic High School.

Where there are places available but more applications than places, the published oversubscription criteria, as set out above, will be applied.

If there are no places available, the child will be added to the waiting list (see above).

You will be advised of the outcome of your application in writing, and you have the right of appeal to an independent appeal panel.

## **Fair Access Protocol**

The school is committed to taking its fair share of children who are vulnerable and/or hard to place, as set out in locally agreed protocols. Accordingly, outside the normal admission round the governing body is empowered to give absolute priority to a child where admission is requested under any locally agreed protocol. The governing body has this power even where admitting the child would mean exceeding the published admission number.

**The governing body reserves the right to withdraw the offer of a place or, where the child is already attending the school the place itself, where it is satisfied that the offer or the place was obtained by deception.**

## ***Notes (these notes form part of the oversubscription criteria)***

1. A Statement of Special Education Needs is a statement made by the local authority under section 324 of the Education Act 1996, specifying the special educational provision for a child. An Education, Health and Care Plan is a plan made by the local authority under section 37 of the Children and Families Act 2014. Specifying the special educational provision required for a child.
2. A 'looked after child' has the same meaning as in section 22(1) of the Children Act 1989, and means any child who is (a) in the care of a local authority or (b) being provided with accommodation by them in the exercise of their social services functions (e.g. children with foster parents) at the time of making application to the school.

A 'previously looked after child' is a child who was looked after, but ceased to be so because he or she was adopted, or became subject to a child arrangements order, or special guardianship order.

3. 'Catholic' means a member of a Church in full communion with the See of Rome. This includes the Eastern Catholic Churches. This will normally be evidenced by a certificate of baptism in a Catholic Church or a certificate of reception into the full communion of the Catholic Church. For the purposes of this policy, it includes a looked after child who is part of a Catholic family where a letter from a priest demonstrates that the child would have been baptised or received if it were not for their status as a looked after child (e.g. a looked after child in the process of adoption by a Catholic family).

For a child to be treated as Catholic, evidence of baptism or reception into the Church will be required. Those who have difficulty obtaining written evidence of baptism should contact their



Parish Priest who, after consulting with the Diocese, will decide how the question of baptism is to be resolved and how written evidence is to be produced in accordance with the laws of the Church.

4. For the purposes of this admission policy, attendance at a feeder primary school includes Catholic children who were prevented from attending a feeder school due to oversubscription of Catholics and whose application to attend was unsuccessful, normally evidenced by a letter of rejection from the feeder primary school.
5. 'Eastern Christian Church' includes Orthodox Churches, and is normally evidenced by a certificate of baptism or reception from the authorities of that Church.
6. "Children of other Christian denominations" means children who belong to other churches and ecclesial communities which, acknowledge God's revelation in Christ, confess the Lord Jesus Christ as God and Saviour according to the Scriptures, and, in obedience to God's will and in the power of the Holy Spirit commit themselves: to seek a deepening of their communion with Christ and with one another in the Church, which is his body; and to fulfil their mission to proclaim the Gospel by common witness and service in the world to the glory of the one God, Father, Son and Holy Spirit. An ecclesial community which on principle has no credal statements in its tradition, is included if it manifests faith in Christ as witnessed to in the Scriptures and is committed to working in the spirit of the above.

All members of Churches Together in England and CYTÛN are deemed to be included in the above definition, as are all other churches and ecclesial communities that are in membership of any local Churches Together Group (by whatever title) on the above basis.

7. "Children of other faiths" means children who are members of a religious community that does not fall within the definition of 'other Christian denominations' at 7 above and which falls within the definition of a religion for the purposes of charity law. The Charities Act 2011 defines religion to include:
  - A religion which involves belief in more than one God, and
  - A religion which does not involve belief in a God.

Case law has identified certain characteristics which describe the meaning of religion for the purposes of charity law, which are characterised by a belief in a supreme being and an expression of belief in that supreme-being through worship.

8. 'Brother or sister' includes all natural brothers or sisters, half brothers or sisters, adopted brothers or sisters, stepbrothers or sisters, foster brothers or sisters living at the same address.
9. A 'parent' means all natural parents, any person who is not a parent but has parental responsibility for a child, and any person who has care of a child.

## **ADMISSIONS FOR 2021**

For entry in September 2021 the number of applications indicating a preference for St Mary's was 502. The Governing Body accepted 209 pupils. The Governors offered places according to the Published Admissions Criteria.

**(SEN) 1 (1) 10 (2) 155 (3) 6 (4) 7 (5) 36 (6) 4 (7) 31 TOTAL 209**

## ENTRY REQUIREMENTS FOR POST 16

In addition to the high expectations of attendance, conduct, appearance and effort, applicants to Sixth Form should also satisfy the following academic requirements:

- All students must get a minimum of 4 grade 9 to 4 passes at GCSE or equivalent Level 2 qualification, preferably including English and Maths
- Meet the individual requirements for at least three A level/BTEC subjects you wish to study in Sixth Form, as detailed in the Sixth Form prospectus

There is the possibility of a re-sit in Mathematics and English to obtain a grade 4 during Sixth Form.

### Year 11 St Mary's Students

Deadline for Application: 2022, 2023 and 2024 Entry, by the last day before the Christmas holidays of Applicants' Year 11.

St Mary's will admit all Year 11 who submit, and have accepted, a fully complete application form by the deadline stated above, provided they meet in full all the GCSE academic entry requirements as set out in the Sixth Form prospectus (see website/Sixth Form/Prospectus).

### External Applicants

Contact Mrs Davies (Sixth Form Administrator) in the first instance, on the school telephone number or by email: [adavies@stmaryschesterfield.org.uk](mailto:adavies@stmaryschesterfield.org.uk)

Applications accepted from/to:

September 2022 Entry First Monday of June 2021 to end of school day 12 November 2021

September 2023 Entry First Monday of June 2022 to end of school day 11 November 2022

September 2024 Entry First Monday of June 2023 to end of school day 10 November 2023

St Mary's will give places to a minimum of 35 external applicants to Sixth Form provided they meet in full all the GCSE academic entry requirements as set out in the Sixth Form Prospectus.

Our Open Evenings occur on selected dates, beginning at 5.00 pm, throughout September to November. Students who are interested in joining St Mary's Sixth Form should initially contact Mrs Davies (details above), to book a place at an Open Evening and request an application pack. These evenings will include tours of the school, question and answer sessions and presentations from existing students. The visit forms no part of the application procedure; it is purely for information to potential applicants and their parents. All external applicants will be informed if they have gained a conditional place in St Mary's Sixth Form before breaking up for the Christmas Holidays each year (conditional on gaining the GCSE entry requirements). In the unlikely event of there being more applications than available places, St Mary's will use its oversubscription criteria to decide who gains an offer (see website/Sixth Form Prospectus).

## ANTI-BULLYING

### **Why is St Mary's Catholic High School against Bullying?**

Everyone has the right to an education in a caring supportive environment and to feel safe whilst at school. At St Mary's we want everyone to respect one another so that all pupils can learn and grow to become the best that they can be. It is particularly important to us that pupils feel safe when they travel on our school buses. We have Sixth Form Bus Prefects and Bus Behaviour Contracts to help us achieve and monitor appropriate standards of behaviour on all our school buses.

We are committed to keeping the number of bullying incidents in school as low as possible by acting quickly and effectively when bullying does occur, and developing the skills and confidence of pupils so that our young people feel safe and happy. Bullying will not be tolerated in our school. Our Anti-Bullying Policy helps us achieve our aims for pupils and the school.

## THE CURRICULUM

### Key Stage 3

On entry to the school pupils are placed in one of six mixed ability registration groups each of which has its own House identity. The pupils are also organised into seven teaching groups of broad bands by ability and then set in ability groups for Mathematics and English. In Years 7, 8 and 9 children follow a broad common course which gives a wide range of experience via contact with all conventional school subjects.

### Key Stage 4

In Years 10 and 11 each pupil's programme is made up of compulsory subjects and optional subjects leading to the GCSE examination. The core subjects are Religious Education, English Language, English Literature, Mathematics, and Double, or Triple Science, Physical Education and Careers. In addition the pupils choose three 'option' subjects. Careful guidance is given with regard to choosing optional subjects. Pupils are strongly encouraged to follow a broad curriculum and to choose a balanced programme which should include a humanities subject or a Language.

**Key Stage 4 Options: All are examined as GCSE or Level 2 qualifications.**

Spanish	Latin	Geography	Design & Technology	ICT Interactive Media
French	Drama	Art	Food Technology	BTEC Health & Social Care
German	History	Music	Physical Education	Computer Science

### Key Stage 5

Years 12 and 13 students follow a course in Religious Education and take part in Physical Education or Work Experience. The school offers excellent provision of 'A' level courses in a wide range of subjects.

Art & Design	Biology	Business	Chemistry	Computer Science
Design and Technology: Product Design	Drama	Economics	English Language	English Literature
French	Further Mathematics	Geography	German	History
IT BTEC – Level 3	Mathematics	Music	Photography	Physical Education
Physics	Psychology	Religious Studies (Philosophy & Ethics)	Sociology	Spanish

**Educational Visits** - Residential or day visits which support the curriculum or spiritual wellbeing of students are considered to be of great value and are encouraged where possible.

## HOMEWORK

### Homework Policy

Homework is a vital and compulsory activity for all pupils. Our definition of homework refers to any work or activities connected with the curriculum that students are asked to do outside lesson time. This includes written tasks, together with preparing for tests, learning previous class work and general reading. If a teacher is absent and is therefore unable to formally set homework, pupils must use this opportunity to re-read and learn previous work. We expect pupils to take responsibility for their own progression on these occasions.

Homework should be completed on the appropriate evening and for a proportion of each weekend. At the beginning of the school year the teachers will give each child a homework timetable, and access to our online homework platform, Satchel One. We ask that parents play their part in ensuring that homework is done regularly and thoroughly and should not hesitate to telephone the school if they have cause for concern.

### Satchel One

Every pupil in the school is issued with a Satchel One account that they may access through a web browser (using Microsoft 365 and their school log-in details), or by downloading the App. Teachers will communicate all homework through this platform, enabling pupils to see the work that is set, any relevant instructions for completing the work, the due date, and any required resources.

Parent also have access to their child's account and parental log-in details are provided in the first few weeks of term. We ask parents to either download the App or check in regularly to ensure that children are meeting deadlines and completing work to the best of their ability.

### Student Diary

Our pupils receive a student diary (£5 charge on ParentPay). This is an important item of equipment that pupils will use daily. It contains valuable information about the school, and details of where to seek help. It also allows pupils to monitor their attendance, achievements and extra-curricular successes.

Please contact the school if you have any concerns about your child's homework.

### Approximate time which pupils should devote to homework each evening/weekend:

<b>Year 7</b>	<b>45 minutes</b>
<b>Year 8</b>	<b>1 hour</b>
<b>Year 9</b>	<b>1 ½ hours</b>
<b>Years 10/11</b>	<b>2 - 2½ hours plus</b>
<b>Years 12/13</b>	<b>3 hours plus</b>

Pupils in Years 10, 11, 12 and 13 are preparing for external examinations and will always have reading and learning to do, as well as written homework. It is essential that pupils appreciate the importance of such homework and give it as much attention as written exercises.

## PROGRESS REPORTS

School reports are issued to parents twice a year. All reports contain data on Current Attainment and Target grades, together with information about Attitude to Learning, Conduct and Organisation. One Parents Evening will be held for each year group to give the opportunity to all parents to visit the school and to discuss with teaching staff their child's report and progress.

## PASTORAL CARE

St Mary's Catholic High School strives to be a Catholic community in which principles of care and respect are valued, with emphasis on the development of the young person through academic achievement, holistic personal development and religious formation. We aim to give every pupil the most appropriate opportunities to learn and develop to become the best that they can be. We take our ethos from Gospel values and work to draw out the potential in every young person.

The most important influences on a child's values, attitudes and standards are those of family, home and community. We aim therefore, to work in close partnership with parents and carers to encourage all our pupils to have good manners, be kind and develop a sense of responsibility, self-discipline, respect for themselves, for others and for their environment. We recognise that education is a collaborative and cooperative enterprise and that although we emphasise our role in meeting individual needs, those needs must be met within the shared community life of the school and within an atmosphere which is positive, supportive and conducive to learning.

It goes without saying that every member of staff has a role to play in Pastoral Care in St Mary's. Every teacher is expected to be interested in a child's overall development and should be trying to encourage good social and moral habits as well as academic potential. The key to any successful Pastoral System and to the success of the school are the qualities, abilities and commitment shown by the Form Tutor. With such a large pupil population the form teacher is the "lynchpin" of the Pastoral System in St Mary's. The Form Tutor is supported by the Head of Year, the Head of Key Stage and the Leadership Group.

### Key Pastoral Staff

Senior Assistant Headteacher	Miss H McKay
Assistant Headteacher	Mr A Breedon
Assistant Headteacher	Mrs F Fletcher
Assistant Headteacher	Mr J Cox
Head of Key Stage Three	Miss A Pimblett
Head of Key Stage Four	Miss L Hood
Head of Sixth Form	Mrs E Smith

### Heads of Year

Year 7	Mr J Slater
Year 8	Mr R Hancock
Year 9	Mrs D Shaw
Year 10	Miss M Murray
Year 11	Mr M Bigg
Year 12	Miss S Guerriero
Year 13	Miss C Errington

### School Chaplain

Sr Jude Charmak

### Wellbeing Team

Attendance Officer	Mrs R Kaunhoven
Careers Advisor	Mrs A Killingsworth
Counsellor	Mrs R Kaunhoven
Family Resource Worker	Mrs M Bowerman
School Nurse	Mrs J Marsh
Vulnerable and Emotional Needs Co-ordinator	Mrs J Peace

## LEARNING SUPPORT

St Mary's is an inclusive school which endeavours to give all pupils the support they need to enjoy a rich and satisfying school experience and to achieve their full potential.

The school aims to provide an appropriate programme of teaching and support in accordance with the pupils' individual needs. Most students' needs will be met through first class quality teaching and teacher differentiation within lessons. In KS3 some pupils are taught in small groups for English and Maths to support the acquisition and development of literacy and numeracy skills. A small number of pupils with more significant difficulties are offered additional small group literacy support lessons, sessions to develop key life skills and curriculum support lessons.

We also provide for pupils with specific learning difficulties that need extra support. Our large team of Teaching Assistants allows most pupils, including those with an Education, Health and Care Plan, to be supported in mainstream classes. We have an Enrichment Learning Programme which is designed to run alongside the existing curriculum to provide students with the opportunity to develop essential life skills and access some Entry Level courses at KS4.

Whilst most of our provision is delivered within lessons, when appropriate, a pupil may be withdrawn for 1 to 1 support with particular aspects of their development. Advice from outside agencies is sought to ensure programmes are devised and delivered to students to help meet their needs.

There is wheelchair access to the ground floor in teaching blocks, with ramps to all buildings and an external lift to first floor Technology rooms. In addition we have 5 disabled toilets. It is essential that the Head teacher is informed of any disabilities which require special treatment including impaired vision or hearing.

For further information a copy of the SEN Information Report can be found on the school website.

## BEHAVIOUR, SUPPORT AND DISCIPLINE

A high standard of behaviour and courtesy is demanded from pupils both inside and outside school. In order to support this we have 3 school rules: Be Ready. Be Respectful. Be Safe.

The school insists on high standards of punctuality and seeks to instil into the pupils an honest and realistic set of values and a respect for each other and the community in which they live.

The school may ask parents to pay for the cost of breakages or damages to school premises or equipment caused by their child's carelessness or vandalism. Pupils may also be disciplined as a consequence of their misbehaviour.

The school diary includes information on some of the sanctions and rewards, including our House System. The Behaviour and Exclusion Policy is available from the school.

## DRUGS POLICY

Illegal substances of any form, or substances purporting to be illegal substances, are not tolerated in the School. Anyone found to be in possession of drugs will be excluded from the school. The Drugs and Alcohol Policy is available by request from the school.

## REWARDS AND RESPONSIBILITIES

We hope to encourage pupils to give their best at all times, and when they do something well teachers will recognise this and reward pupils through our St. Mary's 'Aspire' programme. Pupil will be rewarded in the following areas:

- Achievement
- Service
- Progress
- Inauro (enrichment)
- Conduct (Ready, Respect, Safe)
- Endeavour

This could be verbal praise or a teacher may choose to give a pupil a housepoint. Each half term, Aspire 'Awards' are given by the Leadership Group.

## HOUSE SYSTEM - HOUSE NAMES

- Alpha** is the first letter of the Greek alphabet. Jesus calls himself 'the Alpha' - the beginning. Alpha house are the first to offer help to those that need it.
- Omega** is the last letter of the Greek alphabet. Jesus calls himself 'the Omega' - the end. Omega house will use kindness to end any disagreements.
- Pax** at Jesus' baptism the Holy Spirit descended from the heaven as a dove. Pax house look for the holy spirit in everyone.
- Ichthus** the Greek word for fish, which was used by Christians as a secret sign of their allegiance to Christ. Ichthus house use forgiveness to create a stronger community.
- Pneuma** a flame to signify the Breath of God. Pneuma house light up the world through their actions.
- Chi-Rho** the sign is taken from the first two letters of 'Christ' in the Greek alphabet. Chi-Rho house threat others how Christ would treat us.

The aims of the House system are: to foster keen, healthy competition, facilitate a feeling of loyalty and to encourage as many people as possible to get involved in the full life of the school.

House Captains: Each House has two House Captains chosen from Year 12 who apply each year for the position. They visit forms and organise and run the Form Representative meetings. In addition to this they help to run House competitions and work with pupils from Year 7 to Year 10 on projects and issues raised in meetings.

Form Representatives: Each form will elect two Form Representatives who will meet with House Captains at least once per half term in year group specific teams. where the student body discuss issues in school and for young people in general. Form Representatives are then selected to meet with Mrs Dengate to take issues forward.

Sports Captains: Each House has a Sports Captain chosen from Year 12. The Captains are responsible for helping to plan House Sports activities and competitions, encouraging an interest in the House System and for generally building House loyalties.

House Cup: At the end of the academic year the winning House is presented with the House Cup with the name of House engraved on it. This will be on display outside the Library.

## RECORDING ACHIEVEMENT

Throughout their school career, pupils are encouraged to keep an up to date record of their achievements and experiences both in and out of school (including extra-curricular activities), in their diaries. There is time during form to allow them to do this.

## KEEPING CHILDREN SAFE

The safeguarding of our pupils is of the utmost importance at St Mary's Catholic High School and we believe that Safeguarding is everyone's business and responsibility. We are committed to promoting the welfare of children and young people and expect all staff, volunteers and visitors to share this commitment. We consistently work with other agencies to ensure adequate arrangements are made to identify, assess, prevent and support any child who suffers harm. The school follows all the statutory guidance given in the Keeping Children Safe in Education document (updated in September 2021), Working Together to Safeguard Children guidance (April 2018) & Guidance for safer working practice for those working with young people in education settings (2019). It is explicit within these key documents that the school ensures the welfare of the children in our care is paramount and consequently, any sign of abuse must be responded to positively.

In cases where the school has reason to be concerned that a child may be subject to ill-treatment, neglect or other forms of abuse, the Headteacher or the Designated Safeguarding Lead is obliged to follow the Safeguarding Children procedures established by the Derby City & Derbyshire Safeguarding Children Partnership and inform Children's Social Care of the concern. The schools' Child Protection and Safeguarding Policy lists in detail how the school will respond to Safeguarding Children Issues. This policy is updated on an annual basis in line Keeping Children Safe in Education DfE document.

All members of staff believe that St Mary's Catholic High School should provide a safe, caring, positive and stimulating environment that promotes the spiritual, social, physical and moral development of all our children. All staff receive regular Safeguarding and Child Protection training and are aware of procedures to report any concerns. Safeguarding is everyone's business and responsibility as all staff have a statutory duty to "safeguard and promote the welfare of children". The designated staff fully trained to lead on all matters of safeguarding at St Mary's are:

The Designated Lead Miss H McKay – Senior Assistant Headteacher  
The Designated Deputy Lead Mr A Breedon – Assistant Headteacher

Other key pastoral staff with specific safeguarding training at St Mary's Catholic High School:

Mrs M Bowerman – Early Help Coordinator & Family Resource Worker

Mrs E Smith- Head of Sixth Form

Miss A Pimblett – Head of Key Stage Three

Miss E Drury - Head of Key Stage Four

Miss L Hood- Acting Head of Key Stage 4

Miss H Pendlebury- SENCO Key Stage 3

Mrs A Rosling- SENCO Key Stage 4 & 5



Mrs J Peace – Vulnerable Emotional Needs Co-ordinator

Mr A Baker-Johal- Medical Welfare Assistant

Mrs S Smith- Site, Health & Safety Manager

## PHOTOGRAPHS

During the course of the school year there may be events that will involve the taking of photographs and/or recordings, e.g. course field visits, exchange trips, displays and possible websites/in electronic format and printed publications. The PE Department use this medium for assessment, achievement and presentation purposes.

## RELATIONSHIPS AND SEX EDUCATION

Through the whole curriculum we aim to help our children to develop spiritually, intellectually, morally, socially and culturally to prepare them for adult life. Relationships and Sex Education is integral to this purpose.

"Education in sexuality is but a part of education in relationships. Consequently each child is entitled to experience a school climate in which the quality of relationship between staff and pupils, between the pupils themselves is marked by honesty, personal identification, warmth trust and security".  
(Education in Sexuality - CES) Sex and Relationship Guidance. Ref: DfEE 0116/2000

The school recognises that Relationships and Sex Education is primarily the responsibility of parents. In school the Biology of Human Reproduction forms a part of Science at KS3. Education in Personal Relationships and Sexual morality is taught as an integral part of the RS syllabus throughout the school and especially from Year 9 onwards. However, we would expect that a Catholic Christian perspective of relationships and sexual morality is reinforced at every appropriate opportunity in all aspects of school life.

Within this subject, it is our responsibility to ensure that the information given to our children is both taught and received in the context of the Christian Community and with Christian values, and based on sound moral principles. \*Copies of the Relationships and Sex Education Policy Document are available by request from the school.

## PHYSICAL EDUCATION

PE develops pupils' competence and confidence to take part in a range of physical activities that become a central part of their lives, both in and out of school. The curriculum at St Mary's aims to enable all pupils to enjoy and succeed in many kinds of physical activity. PE at St Mary's is about encouraging every child and young person to become a lifelong participant in physical activity and supporting every child and young person on their physical literacy journey. They develop a wide range of skills and the ability to use tactics, strategies and compositional ideas to perform successfully. When they are performing they think about what they are doing, analyse the situation and make decisions. They reflect on their own and other's performance and find ways to improve them. As a result, they develop confidence to take part in different physical activities and learn about the value of healthy, active lifestyles.

Discovering what they like to do and what their aptitudes are at school helps them make informed choices about lifelong physical activity. PE helps pupils develop personally and socially. They work as individuals, in groups and in teams, developing concepts of fairness and of personal and social responsibility and taking on different roles and responsibilities:

- Leadership
- Coaching
- Officiating

Through the range of experiences that PE offers, pupils learn how to be effective in competitive, creative and challenging situations.

## CAREERS

Information, Advice and Guidance/Careers Education is delivered throughout the school to all pupils and comprises many experiences and activities designed to help pupils develop their Career Planning skills.

They develop an understanding of their own talents and preferences; begin to appreciate the benefits of making well-informed and realistic decisions; explore opportunities post 16; and how to effect smooth transitions at key points into their chosen options. These processes are enhanced at appropriate stages by inputs from our Careers Adviser. Please visit our website for further information.

## WELLBEING TEAM

St Mary's Catholic High School has an established in-house Early Help provision. St Mary's has put in place arrangements to ensure that all students are entitled to be considered for, assessed and supported via the provision of Early Help Services.

We have established a Wellbeing Team based within the school. This consists of the Early Help Coordinator and Family Resource Worker (Mrs M Bowerman), Vulnerable and Emotional Needs Co-ordinator (Mrs J Peace), Counsellor (Mrs R Kaunhoven), Careers Adviser (Ms A Killingsworth) and Medical Welfare Officer (Mr A Baker-Johal). This dedicated team works with our children and families in times of need, in line with the Catholic mission and ethos of our school. We also liaise closely with other agencies involved with the care of a student or family to ensure that a full circle of support is created.

The holistic care of all students is central to our vision. The Wellbeing Team work within our established pastoral system to provide a plethora of support, including counselling, mindfulness and signposting for pupils and their families. We strive to provide our school community with bespoke care, guidance and aspiration to enable our students to live, love and learn in the light of Christ and achieve their full potential.

Mrs M Bowerman is responsible for the Wellbeing Team and oversees the referral process, interventions and record keeping procedures.

## SCHOOL YEAR 2022/23

### TERMS

### DATES

Autumn 2022	Thursday 1 September	INSET
	Friday 2 September	INSET
	Monday 5 September	INSET
	Tuesday 6 September	Years 7 and 12
	Wednesday 7 September	Years 7 to 12
	Thursday 8 September to Friday 21 October	all years
	Monday 31 October to Thursday 22 December	
Spring 2023	Monday 9 January to Friday 17 February	
	Monday 27 February to Friday 31 March	
Summer 2023	Monday 17 April to Friday 26 May	
	Monday 1 May SCHOOL CLOSED	Bank Holiday
	Monday 5 June to Friday 21 July	

### INSET

Thursday 1 September 2022  
 Friday 2 September 2022  
 Monday 5 September 2022

Plus 2 more Inset days (dates to be decided)

## SCHOOL DAY

Monday to Thursday		Friday	
8.45 to 9.05	Registration/Assembly	8.45 to 9.05	Registration
9.05 to 9.55	Period 1	9.05 to 9.55	Period 1
9.55 to 10.50	Period 2	9.55 to 10.50	Period 2
10.50 to 11.05	Break	10.50 to 11.05	Break
11.05 to 11.55	Period 3	11.05 to 11.55	Period 3
11.55 to 12.50	Period 4	11.55 to 12.50	Period 4
12.50 to 1.45	Lunch	12.50 to 1.40	Lunch
1.45 to 1.50	Registration	1.40 to 1.45	Registration
1.50 to 2.40	Period 5	1.45 to 2.35	Period 5
2.40 to 3.35	Period 6		

## ATTENDANCE, EXEMPTIONS AND ABSENCES

We are very proud of our pupils' attendance record. Pupils at St Mary's Catholic High School have very high rates of attendance.

It is the legal responsibility of parents/carers to ensure that their children attend regularly and punctually.

Please phone the school on the first day that your child is absent, or inform us via email. If you do not contact the school then a text message will be sent out during the morning saying your child is absent from school.

School must know the reason for every absence. Every absence must be accounted for by a child's parent.

Holidays are not allowed during term time. Only in the most exceptional circumstances will the school authorise leave of absence during term time.

For advance permission a LEAVE OF ABSENCE form must be completed. This is available from the school and must be signed by the Assistant Headteacher. An ongoing record is kept of all Leave of Absence forms. This application for leave of absence must be made as far in advance of the dates as possible. If parents remove their child from school and take unauthorised leave of absence they are at risk of being subject to a fine of £60/£120 per parent per child.

Exemptions from school activities, e.g. PE lessons etc, cannot be granted except on medical grounds, and the written confirmation by the parents is requested. Pupils should always have their PE kit with them for their lessons to change into whether they are able to fully participate in the lesson or not.

## APPOINTMENTS/LEAVING SCHOOL DURING THE DAY

To attend an appointment out of school, during the school day, pupils must have a letter from a parent/carer or an appointment card and complete an Absence Slip, which must be signed by the Form Tutor and the Head of Year or Head of Key Stage/member of Leadership Group.

The absence slip should be shown at reception when the pupil signs the Exit Book. A record is kept of all absence slips.

## PUNCTUALITY

Form teachers emphasise the importance of good punctuality both at registration and to lessons.

Late pupils in the morning must sign a late slip before going to class. Registers will close at 9.30 am and pupils will be given an unauthorised absence if they arrive after this time with no valid reason and will be given a 1 hour detention after school.

Persistent lateness at registration or to lessons will be reported to the Head of Year and serious sanctions will follow.

## ATTENDANCE AWARDS

Attendance is checked every half term and pupils with 100% attendance during that period are given an Attendance Merit Award with 5 points added to their House point total.

For outstanding attendance in each academic year the school awards Attendance Certificates and badges. Praise and recognition for high attendance is celebrated in assemblies each week.

## ATTENDANCE STATISTICS FOR 2020/2021

The figures are taken up to 23 July 2021.

There are 1338 pupils on roll, including sixth form

Percentage of sessions (half day) missed through authorised absence – 3.39%

Percentage of sessions (half day) missed through unauthorised absence - 1.23%

## UNIFORM AND APPEARANCE

We are very proud of the high standard of appearance of our pupils. In order to maintain this, the school has a uniform and appearance policy which every pupil must adhere to. All staff are asked to ensure that all pupils monitored at all times. All instances of incorrect uniform and appearance are noted. If a pupil has to be reprimanded twice for infringements of the code listed below (and/or the homework diary and this prospectus) then on the second occasion a letter will be sent home informing parents that their child has been placed in a one-hour after school detention. This detention will take place on a specified afternoon and will be supervised.

- Extremes of haircut or hairstyle are not allowed. Hair dye or hair extensions are not allowed. Boys must not have extremely short hair or hair below the shirt collar. Extreme contrasts between top of hair and sides is not permitted.
- Boys are not allowed to wear earrings; girls can wear one pair of small studs in the ear lobe. If ears are pierced multiple times, earrings must be worn in the first piercing in the ear lobe. No jewellery may be worn as other body piercings. Pupils can wear a religious medal underneath their blouse or shirt. No rings are to be worn. Watches must be plain and not brightly coloured.
- Make-up, including nail varnish, false nails or extensions, fake tan, eyebrow or eyelash tinting is not permitted.

All students must adhere to the uniform/appearance code, examples of which are set out below;

- Blazers must be kept on until permission is given to remove them
- Shirts are to be tucked in (not folded up under pullovers)
- Top button must be fastened
- Tie knot is to be positioned at the collar and the tie the proper length to the waist
- Shoes are to be worn in classrooms (no trainers)
- Scarves are not to be worn in classroom
- No make up

- Small stud earrings only (1 pair at ear lobe, if ears are pierced multiple times, earrings must be worn in the first piercing in the ear lobe) - girls only
- No jewellery (except above, and watch)
- Skirts are to be knee length
- No colouring or extremes of hair style

See the full uniform list in the following page

### Non-Uniform Days – Our Expectations

On occasions when pupils are allowed to come into school in non-uniform we ask that the following expectations are met:

- No very low cut or cropped tops
- Mid-length (not very short) shorts may be worn (with thick tights in the autumn and spring term)
- No fancy dress at all
- No hats to be worn inside classrooms / dining room
- No hair colouring
- No excessive / over large jewellery
- Discreet make-up may be worn
- Shoes must not have high heels that could be a safety issue

## UNIFORM

All uniform items are available from Monkhouse at school sales or on-line.

The only items of uniform that **MUST** be purchased from Monkhouse are in \* bold below.

A predominantly navy blue or black bag, without logos/patterns must be provided.

Girls - Winter	Girls - Summer	Boys - Summer/Winter
<ul style="list-style-type: none"> <li>- Navy blue blazer with *badge</li> <li>- *Monkhouse Navy blue box-pleated skirt</li> <li>- Navy-blue opaque tights. (Yr 7 girls start wearing white ankle socks and change to tights when the rest of the school change into winter uniform last week in September.)</li> <li>- Black shoes. Sensible, flat-heeled. (Not canvas, suede, open toed or sling back. No extremely thick soles. No logos)</li> <li>- White Blouse</li> <li>- *School tie</li> <li>- Smart, plain, navy blue outdoor coat, no shorter than blazer length (no logos or bright contrasting linings)</li> <li>- Navy V-necked pullover (optional) not tucked into skirts.</li> <li>- *School scarf (optional)</li> <li>- Plain blue/black headband/scrunchie (optional)</li> </ul>	<ul style="list-style-type: none"> <li>Years 7, 8, 9 and 10</li> <li>- *Summer Dress</li> <li>- Blazer with *badge</li> <li>- White ankle socks. No trainer socks</li> <li>- Navy V-necked pullover (optional) not tucked into skirts.</li> <li>Year 11</li> <li>- Navy blue blazer with *badge</li> <li>- *Monkhouse Navy blue box-pleated skirt</li> <li>- Black shoes. Sensible, flat-heeled. (Not canvas, suede, open toed or sling back. No extremely thick soles. No logos)</li> <li>- Plain flesh-coloured tights or white ankle socks. No trainer socks</li> </ul>	<ul style="list-style-type: none"> <li>- Navy blue blazer with *badge</li> <li>- Classic cut, dark grey school trousers</li> <li>- Grey or black socks</li> <li>- Black shoes (Not canvas or suede. No extremely thick soles. No logos)</li> <li>- White shirt</li> <li>- *School tie</li> <li>- Navy V-necked pullover (optional)</li> <li>- School scarf (optional)</li> <li>- Smart, plain, navy blue outdoor coat, no shorter than blazer length (no logos or bright contrasting lining)</li> </ul>

<b>SPORTSWEAR</b>	
<p><b>Girls - Outdoor kit</b></p> <ul style="list-style-type: none"> <li>- *Monkhouse polo shirt with school logo.</li> <li>- *Monkhouse navy blue shorts with school logo.</li> <li>- *Monkhouse ¼ zip training top with school logo (to be worn at teacher’s discretion).</li> <li>- *Monkhouse navy blue tailored tracksuit bottoms (optional and to be worn at teacher’s discretion).</li> <li>- *Monkhouse navy blue leggings (optional and worn at teacher’s discretion as an undergarment in winter months).</li> <li>- Navy blue football socks for hockey/football etc.</li> <li>- White ankle socks for netball/athletics etc.</li> <li>- Suitable outdoor trainers for the courts and all weather pitch (not moulded).</li> <li>- Football boots (team only).</li> <li>- Shin pads and gum shield for hockey/football.</li> <li>- Towel.</li> </ul>	<p><b>Boys - Outdoor kit</b></p> <ul style="list-style-type: none"> <li>- *Monkhouse polo shirt with school logo.</li> <li>- *Monkhouse navy blue shorts with school logo.</li> <li>- *Monkhouse ¼ zip training top with school logo (to be worn at teacher’s discretion).</li> <li>- *Monkhouse navy blue tailored tracksuit bottoms (optional and to be worn at teacher’s discretion).</li> <li>- *Monkhouse navy blue leggings (optional and worn at teacher’s discretion as an undergarment in winter months).</li> <li>- *Monkhouse navy blue outdoor games jersey.</li> <li>- *Monkhouse navy blue undergarment top (optional and worn at teacher’s discretion in winter months)</li> <li>- Navy blue football socks for rugby/football etc.</li> <li>- White ankle socks for athletics etc.</li> <li>- Football boots for the field.</li> <li>- Suitable outdoor trainers for the courts and all weather pitch (not moulded)</li> <li>- Shin pads and gum shield for football/hockey/rugby.</li> <li>- Towel.</li> </ul>
<p><b>Girls - Indoor kit</b></p> <ul style="list-style-type: none"> <li>- *Monkhouse polo shirt with school logo.</li> <li>- *Monkhouse navy blue shorts with school logo.</li> <li>- *Monkhouse ¼ zip training top with school logo (to be worn at teacher’s discretion).</li> <li>- White ankle socks (not football socks)</li> <li>- Clean, white soled and non-marking trainers for the sports hall.</li> <li>- Towel.</li> </ul>	<p><b>Boys - Indoor kit</b></p> <ul style="list-style-type: none"> <li>- *Monkhouse polo shirt with school logo.</li> <li>- *Monkhouse navy blue shorts with school logo.</li> <li>- *Monkhouse ¼ zip training top with school logo (to be worn at teacher’s discretion).</li> <li>- White ankle socks (not football socks)</li> <li>- Clean, white soled and non-marking trainers for the sports hall.</li> <li>- Towel.</li> </ul>

**Please note moulded studs/blades are not suitable for the school all-weather pitch.**  
**PE kit MUST NOT have any logos present.**  
**Both boys and girls will need a Technology apron – please purchase from Monkhouse**

**THESE ITEMS WILL NEED TO BE PURCHASED FROM SCHOOL**

**Hymn book with a cover**  
**Pupils who travel on buses will need a bus pass cover**  
**House badges will need to be purchased via Parent Pay at the start of term**

## BOOKS AND STATIONERY

All pupils should carry the following equipment with them each day:

- Inexpensive fountain pen or fibre tipped pen
- Pencil, rubber, ruler
- Compass
- Glue stick
- Protractor (plastic)
- Coloured pencils
- Hymn Book and cover – purchased from school
- Calculator - which can be purchased cheaply through school, thus ensuring that all children have the same model.
- A pair of inexpensive earphones

Text books and exercise books are expensive and difficult to replace and it is reasonable to expect that each pupil should possess a suitable black or navy bag which complements the school uniform, for the carriage of books to and from school. Lost or damaged books must be paid for by the pupil responsible. Suitable bags with or without the school badge are available from Monkhouse.

## SCHOOL MEALS

We provide meals within the Government's Nutritional Guidelines encouraging pupils to eat healthy meals. Cafeteria style meals are served in the Dining Room. There is a wide choice and payment is made according to what has been chosen. Children are encouraged to choose a well-balanced meal costing about £3.00 per day.

Breakfast Club operates before school.

Applications for free school meals should be made to Derbyshire County Council. Those pupils who qualify for a free lunch may choose items up to the value of £13.50 per week. Children who prefer to bring their own food, dine with the children who are having a school meal. Children are forbidden to eat on the school premises except in the school dining room at morning break and lunch time. Chewing gum is forbidden at all times.

We use a Biometric system for our catering. An image of the fingertip is used to create a mathematical algorithm. The image is discarded, leaving only the number, which cannot be reinterpreted back into a fingerprint. Pupils are identified by this image when paying for food. Pupils on free school meals will remain anonymous. Please note that this system cannot be used for any other purpose.

We operate an e-payment system for the collection of dinner money, called ParentPay. This means that we cannot accept cash or cheques in school. You are able to check your child's account balance at any time by logging onto [ParentPay.com](https://www.parentpay.com) and entering your user name and password, which will be supplied by the school. ParentPay can also help you set up a "low credit" amount as a reminder.

Pupils may not leave the school premises without first obtaining permission from the Head of Year, Head of Key Stage or Assistant Headteacher. This is an extremely important rule and must never be broken.



## LITTER AND CHEWING GUM

St Mary's Catholic High School has pleasant school grounds, which are kept in excellent order and relatively litter free. We are constantly endeavouring to keep it this way. Each form undertakes a weekly litter duty at lunchtimes. We ask that all food or drinks must be consumed inside the dining rooms. Chewing gum is not allowed. Pupils who are found chewing gum in school must undertake detention, when they are required to pick up litter from various areas supervised by a member of staff.

## CHARGING

The Governing Body recognises the valuable contribution that a wide range of activities, including foreign travel, school visits, residential experiences and clubs, can make towards all aspects of pupils' education. However, it may be necessary to ask for voluntary contributions from parents if the school is to maintain the wide range of opportunities on offer to its pupils. These may be part of the wider curriculum or out of school activities.

This policy should be read in conjunction with the school's Equality Policy and the Learning Support Policy for SEN Pupils 2018. The Governing Body has a duty under the Equality Act 2010 to make reasonable adjustments for disabled pupils to avoid the disadvantage caused by a pupil's disability. The cost of an adjustment is a factor in determining whether that adjustment is reasonable. The cost of any adjustments that are deemed reasonable will not be charged to parents.

### **Charges**

The Governing Body reserves the right to make a charge for the following activities which may from time to time be organised by the school.

Charges will be made for residential activities held during school hours. Parents will be informed, in advance, of the cost.

Charges will be made for activities held outside school hours including day and residential experience. Voluntary contributions will be requested for activities that are provided to fulfil any requirements specified in the syllabus of a prescribed public examination or are required in order to fulfil statutory duties relating to the National Curriculum.

If sufficient money is not received to cover the cost of the activity, the activity will be cancelled. It is hoped therefore, that parents will fully support such activities.

A charge will be made for materials and ingredients relating to activities taking place during school hours where parents have indicated in advance a wish to own the finished product e.g. in Food Technology or DT. Alternatively parents may, in these circumstances, be asked to volunteer to provide the ingredients and materials prior to the activity taking place. Parents may take advantage of opportunities to purchase items from the Design and Technology Department and the Library.

No charge will be made for examination fees for a prescribed public examination for which a pupil has been prepared by the school. If a pupil fails without good reason to meet any examination requirement, the school will recover the amount of the fee. The costs of any access provision e.g. extra time, reader/scribe will also be recovered. Fees will not be recovered if the pupil has a hospital or doctor's note. Charges for other non-prescribed public examinations or prescribed examinations for which the pupil has not been prepared by the school will be made in full. Should candidates choose to re-sit an examination they will be responsible for entry fees. Parents will be charged for remarking of examination papers.

Parents will be charged for exam entries if their child has failed to take the exam or complete coursework, except in extenuating circumstances.

Where a pupil is entitled to Free School Meals the Governing Body may subsidise by 50%, (from the school's budget) the cost of board and lodging for any residential activity the school organises for the pupil if the activity:

- takes place within school hours, and
- forms part of the syllabus for a prescribed public examination and/or fulfils statutory duties relating to the National Curriculum or Religious Education.

The Governing Body however, reserves the right to cancel any such activity if the number of parents applying for remission means that there are insufficient funds to cover the cost. Authorisation for remission will be made by the Headteacher in consultation with the Chair of Governors.

#### Voluntary Contributions

Nothing in this policy statement precludes the Governing Body from inviting parents to make voluntary contributions for the benefit of the school or in support of any school activity, whether during or outside school hours. Any contributions sought will be entirely voluntary and pupils will not be treated differently according to whether or not their parents make a contribution in response to any invitation.

However, parents are hereby informed in advance that planned activities organised by the school will be arranged on a provisional basis and will only go ahead if sufficient voluntary contributions are forthcoming.

The Governing Body reserves the right to review and amend this policy statement from time to time, as appropriate.

#### Damage or Loss

Parents/carers will be charged for any damage to school buildings or property resulting from their child's behaviour.

Parents/carers will be charged for any school books or equipment damaged or lost.

## **TRANSPORT and SAFETY**

The school transport is privately contracted. Pupils who wish to use school transport must purchase a bus pass from school. They must also read and sign a bus behaviour contract at the start of each school year.

Most children travel by bus to school. Should parents find it necessary to bring or collect children, they should not cause an obstruction on Newbold Road, the access to the bus turning circle or the staff car park. Please note that there is another car park at the top of the school which is a safer area for parents to meet pupils. Pupils are allowed to work in room IT2 between 3.35 and 3.45 to allow parents to collect them from the bus bay at 3.45 pm after all the buses have left.

No pupils must be dropped off at school before 8.15 am or collected after 3.50 pm (unless taking part in a club)

## FUNDRAISING

The school organises various activities designed to generate funds. These include non-uniform days, cake sales and sponsored walks. In particular, we have built a primary school (St Mary's) in Burkina Faso, Africa. We are determined to continue to support this wonderful project.

## EXTRA CURRICULAR ACTIVITIES

There are many opportunities for extra-curricular activity and we are always seeking to build this further.

### **Art and Design**

The Art Department provides 3 lunchtime Art session for all Key Stages on Monday, Tuesday and Wednesday, to gain extra help and catch up on work missed. There are also specific Art Club competitions which have included the Toyota Dream Car competition, the Calow Hospital Christmas Card Competition and the Easter Knights of Columba Art Competition. There are after school opportunities on Thursday for Art workshops after school until 5.00 pm for GCSE students to catch up, complete work or make something new and exciting.

Examples of student work from all years is exhibited online on Mr Longmuir's and Mr Leadley's Pinterest site: <https://uk.pinterest.com/MrLongmuir/>

### **Business and Economics**

The department runs the Company Programme of Young Enterprise where students set up and run their own business. They sell products at a Trade Fair in Chesterfield and compete against other schools. Our companies regularly win prizes.

To enhance the curriculum the department continues to run trips to revision conferences in Leeds for A Level Business and Economics to focus on exam strategy and maximising student performance.

### **Design and Technology**

Extra-curricular activities are offered in all areas of the Department. There is an after school enrichment class for GCSE and A Level students. Further support is offered in all areas of Design Technology for Key Stages 3, 4 and 5 at lunchtime and after school where pupils can receive extra help and tuition.

### **Drama**

The Drama Department offers lunchtime Drama Club for Key Stage Three pupils. Pupils also have the opportunity to participate in a whole school production. This is a full scale musical in collaboration with the Music Department. Pupils are encouraged to audition to be a cast member or volunteer for backstage and technical roles. GCSE and A Level rehearsals take place during lunchtimes and after school. There are also a number of theatre trips throughout the year.

### **English**

Extracurricular opportunities include theatre trips, particularly at GCSE and A Level. Sixth Form students are involved in public speaking and debating competitions and provide valuable support to our younger students in their debating clubs. The Year 9 Debating Competition is one of the highlights of our school year. The school has competed regularly in many local speaking events, particularly those organised by The Rotary Club and the Catenians. The English Department also arrange visits by public speakers from a wide range of backgrounds and actively encourage questioning and discussion with them. We also oversee the School Newspaper, run by a committed group of Sixth Form students. Poetry writing and performance are a central part of the extracurricular schedule for our Year 8

students, who perform at our annual Year 8 Poetry Competition. In collaboration with our Library team, we run Book Groups for all age groups, where we seek to encourage reading and discussion of fiction and non-fiction texts in a relaxed environment.

### **Languages**

In the Languages Department (French, German and Spanish), sixth form Languages Ambassadors run competitions and activities on the European Day of Languages, organise a KS3 postcard competition and hold termly events such as Christmas and Easter celebrations. In KS4 there are weekly intervention sessions to support our students and allow them to achieve the best possible outcome at GCSE. In KS5 all students have conversation practice with a native speaker at least once a week.

We organise external speakers from a variety of universities to inform Y9 and Y11 students about the wider value of studying languages before they choose their options, and Y12s also have input from the Sheffield University outreach programme on research skills before they carry out their Independent Research Projects (IRP).

We have previously run successful trips to France, Spain and Germany in all Key Stages and we hope to reinstate these as soon as travel is less restricted due to Covid.

### **Mathematics**

We run several enrichment events throughout the year, including attending the Senior and Junior Maths Team Challenges, the Year 10 Maths Feast and the Pop Maths Quiz at Sheffield Hallam University. In school, we run the Cipher Challenge and the UKMT individual challenges, as well as keeping our eyes peeled for any new enrichment events!

The Maths Department also run a Help Club which takes place every lunchtime from 1.00 pm onwards in M3. During this time staff are available to help sort out any problems with current topics or difficulties arising in revision. All year groups are welcome to drop in either for specific help with their work or to discuss progress.

### **Music**

The Music Department offers a wide variety of extra-curricular activities including Upper (SATB) and Lower (SSA) School Choirs, Festival Choir (SSAA), Male Voice Choir (TTBB), Boys Choir (TT), Brass Band, Orchestra, String Group, Rock Band, Flute Ensemble and Jazz Band. There are also opportunities to take part in smaller ensembles and bands. 'Musicals' are regularly staged in collaboration with the Drama Department and students have the opportunity to audition for both stage and 'pit band' roles. Composition tutorial sessions also run regularly on lunchtimes and after school for KS4 and KS5. Pupils are able to take part in the many concerts, festivals and competitions that are undertaken by the Music department. There are also biannual Concert Tours and in recent years students have performed in a variety of prestigious venues in Salzburg, Venice, New York and Florence.

### **Physical Education**

The PE Department runs many teams across the different year groups, from football and netball teams to rounders and cricket. The activities on offer change each half term to provide opportunities for all pupils to experience the comprehensive range of activities beyond curriculum time. The school has a strong sporting tradition and achieves great success in an array of major games and athletics activities which make us incredibly proud of our students' achievements. All teams compete in friendly, local, regional or national competitions with many students reaching district, county and national honors in a range of sports.

Pupils are also encouraged to attend clubs and practices to represent their house in inter-house competitions. This culminates in our annual school sports day, where participation is always very high and is seen as a highlight of the school year.

### Science

Our Sixth Form Science Ambassadors work with Key Stage 3 students to run engaging activities through the year such as St Mary's Science Week. A small team of students from Year 7 and Year 8 also represent the school at the Salter's Chemistry competition.

In Year 10 a number of students attend the "GCSE Science Live" event at Sheffield City Hall where they discover different areas of science and learn about the opportunities these provide. We have also hosted a number of talks from researchers at different universities that are suitable for both Key Stages 4 and 5.

There are many further opportunities in Sixth Form. There are the trips to Chester Zoo, Malham Tarn, CERN in Geneva and the University of Manchester. Students can also volunteer as a Science Ambassadors, or take part in the Engineering Education Scheme.

## EXAMINATION RESULTS

### 2021 GCSE RESULTS

	Number of Pupils	
<b>Cohort</b>	<b>199</b>	
<b>Attainment 8</b>		<b>58.61</b>
<b>Progress 8</b>		<b>0.59</b>
<b>English Baccalaureate</b>	<b>84</b>	<b>5.32 avg. points</b>
<b>Basics 9-5 ( English and Maths)</b>	<b>131</b>	<b>65.5%</b>
<b>Basics 9-4 ( English and Maths)</b>	<b>174</b>	<b>87%</b>

## 2021 A LEVEL OPTION RESULTS

	<b>Number of Pupils</b>
	<b>135</b>
<b>A* - B Grades</b>	<b>71.7%</b>
<b>A* - E Grades (i.e. Pass rate)</b>	<b>100%</b>
<b>Average Point Score per entry</b>	<b>41.2</b>
<b>Achieving at least AAB in 2 Facilitating Subjects</b>	<b>39%</b>
<b>Overall average A level grade per entry</b>	<b>B</b>
<b>Value Added</b>	<b>0.48</b>
<b>Retained</b>	<b>97%</b>