

ST AUGUSTINE OF CANTERBURY
CATHOLIC HIGH SCHOOL
A Specialist School for the Visual Arts



PROSPECTUS
2010/2011

MISSION STATEMENT

"St Augustine's is a welcoming family.
Together we learn creatively;
Achieving our hopes and aspirations;
Respecting each other in the spirit of Jesus Christ".

Roman Catholic Archdiocese of Liverpool

St Helens MBC Community Education Department

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General School Information

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THE SCHOOL

Name: St Augustine of Canterbury Catholic High School

Address: Boardmans Lane, Blackbrook, St Helens, WA11 9BB

Telephone Number: 01744 678112

Fax Number: 01744 678113

E-mail: staugustine@sthelens.org.uk

Chair of Governors: Mrs E Dolan

Headteacher: Mrs L Mousdale

First Deputy: Mr M Hagan

Deputy Headteacher: Mr P Bennett
Mr A McCabe

Assistant Headteacher: Mrs S Smith
Mr M Cubbin
Mr P Harper

INTRODUCTION

St Augustine's is an 11-16 Catholic Christian High School situated in the Blackbrook area of St Helens. It serves a number of local parishes and draws its students from a number of designated and non-designated primary schools.

The school is in its 23rd year and enjoys an excellent reputation in the local community. In the recent past the school was awarded **Beacon Status** for excellence in a number of areas of practice; it was also awarded the **School Achievement Award** for improvements made in examination results. The school is in its third round as an **Investor in People** and from September 2005, after a successful bid to the DfES, it was designated as a **Specialist School in the Visual Arts**, successfully redesignating in March 2009. The school also has the **Sports Mark Award**, the **National Healthy Schools Standard**, **Artsmark Gold** and **ICT Mark**. Most recently, it received an Award for one of the country's most improved schools 2006 - 2009 for its GCSE results.

The school was last inspected in March 2009, when inspectors judged the school to be Good with Outstanding features. GCSE results have risen year on year with students making progress across all subjects. A copy of the full report can be found on the Ofsted website. The recent Archdiocesan inspection judged the Catholic life of the school as Outstanding. The school has a tradition of good examination results and student achievement in sport, art, music, drama, creative writing, Young Enterprise and winning local and national competitions. Achievement opportunities have been enhanced and extended through the Specialist School

St Augustine's has a distinct Catholic Christian ethos, which is based on respect for the individual and on the teachings of Christ, through the Gospels. Within this ethos, we aim to improve the life chances of each student who joins the school. The focus is on learning, teaching, student achievement and developing each student academically, socially, morally, spiritually and culturally. In addition to the curriculum, an abundance of clubs, extra curricular activities, trips and visits support the work of the school.

The school offers a range of excellent specialist facilities: subject specialist classrooms, including laboratories and ICT suites, a Learning Resource Centre, a gymnasium, sports hall, all-weather pitch and purpose built changing rooms, music room and practice facilities, technology workshops, a newly refurbished dining room and a Quiet Room for prayer and reflection.

We have a relatively new toilet block offering excellent facilities for students, staff and visitors. New classrooms, an ICT suite and large Exhibition Hall opened in October 2006 to accommodate the specialist school and local community. The school provides computer facilities at a ratio of 1 computer per every 2 children. Each classroom is equipped with a projector, whiteboard (many interactive) and a lap-top, with access to the internet, to enhance learning through technology and a multi-media approach. Access to and improvements to ICT have been a key feature of the school, this year.

The school has a Lay Chaplain who supports the spiritual and moral education and life of the school. Masses are held in school on holy days and for special events. Liturgies take place to mark the holiest times in the Church's year.

Parents/carers who wish to visit the school with a view to seeking admission for their child, can do so by appointment. Parents/carers wishing to complain about an aspect of the school can do so by requesting a copy of and following the Complaints Procedure.

Specialist School Status

St Augustine's was designated as a specialist school in the Visual Arts in September 2005. After our successful Ofsted inspection, the school has won its redesignation securing funding for the specialist status for a further three years. The purpose of specialist schools is to raise student attainment; improve learning and teaching to provide more opportunities for inclusion and to extend learning opportunities to the community.

The specialist subjects at St Augustine's are Art and Design, Graphics and ICT and English Literature. One aspect of the specialist school is to share the excellent practice in these subject areas with other curriculum areas across the school. This process was praised by inspectors.

In addition to setting challenging subject and whole school targets for examination results, the specialist schools' programme provides funding for new and improved buildings and facilities for the new specialist subjects and school. In October 2006, the school benefited from 2 new classrooms, an ICT suite and Exhibition and multi-purpose space as a result of this funding and a further 60 laptops have been purchased for use in other subjects.

Specialist school funding also supports opportunities for extra-curricular trips and visits in the specialist subjects to support and enhance learning and to broaden

cultural awareness and experiences. The opportunities extend to a number of partner secondary and primary schools to ensure that future students of St Augustine's benefit from the school's status as a Visual Arts school.

The appointment of a Community Arts Co-ordinator, also funded by the scheme, allows the school to provide cultural and learning opportunities for a wide range of community partners including parents and carers. Business partners and sponsors provide further funds and opportunities for learning and cultural events.

Many exciting and purposeful activities of an academic and cultural nature take place across the year in the visual arts. The most public and exciting event is the St Helens Annual Community Arts Award Event organised by St Augustine's, to celebrate and reward the artistic and creative talents of school and community artists in the town. This event is in its fourth year, and has attracted a wider range of partners. It gets bigger and better every year.

More information about the Visual Arts specialism can be obtained from the subject leaders of Visual Arts and English Literature.

APPLICATIONS AND ADMISSIONS

The Liverpool Archdiocesan School's Commission Scheme of Catholic Secondary Education for the St Helens area is based on a system of contributory parishes. The parishes associated with St Augustine's are:

- Blackbrook St Mary's
- Birchley St Mary's (dual designation - also St Peter's Catholic High, Orrell)
- SS Peter and Paul
- Holy Cross (dual designation - also St Cuthbert's Catholic High School)
- St Mary's Lowe House (no associated primary school)
- St Patrick's Clinkham Wood (no associated primary school)

a) Parish Groups

- i) St Mary's Blackbrook
- ii) St Mary's Birchley
- iii) SS Peter and Paul
- iv) St Mary's Lowe House
- v) St Patrick's Clinkham Wood
- vi) Holy Cross

b) Parish Schools

- i) Blackbrook St Mary's Catholic Primary
- ii) Birchley St Mary's Catholic Primary (dual designation - St Peter's Catholic High, Orrell)
- iii) SS Peter and Paul Catholic Primary
- iv) Holy Cross (dual designation - St Cuthbert's Catholic High School)

2011 - 12

School Name	St Augustine of Canterbury Catholic High School
Headteacher	Mrs L Mousdale
Address	Boardmans Lane, St Helens, WA11 9BB
Telephone Number	01744 678112
Website	www.st-augustinecanterbury.st-helens.sch.uk/
Age Range	11 - 16
Admission Number	150

Admission Policy for Arrangements for 2010-2011

1. St Augustine of Canterbury is a Catholic Secondary School situated in the Archdiocese of Liverpool and is maintained by St Helens Education Authority.
2. The Governing Body of the school is responsible for determining and administering the policy relating to the admission of pupils to the school. It is guided in that responsibility by:
 - the requirement of the law
 - the advice of the Archdiocesan Trustees on the nature and purpose of its duties
 - its duty towards the school and the Catholic community it serves
 - the Catholic character of the school and its Mission Statement
 - recognition of the Parish boundaries
3. The school serves baptised Catholic children living in the Parishes of: St Mary's, Birchley, St Mary's, Blackbrook, St Mary's, Lowe House and St Patrick's, Clinkham Wood.

Our principal role as a Roman Catholic school is to participate in the mission of the Catholic Church by providing a framework which will help children to grow in their understanding of the Good News and in the practice of their faith. The school will help the children to develop fully as human beings and prepare them to undertake their responsibilities as Catholics in society. The school asks all parents applying for a place here to respect this ethos and its importance to the school community. This does not affect the right of parents who are not of the faith of this school to apply for and be considered for a place here.

4. Having consulted with the Local Authority and others in accordance with the requirements of the law, the Governing Body has published its admissions limit at **150** pupils for the school year commencing September 2011.
5. Applications for a place in year 7 in 2011 should be made on the Local Authority's common application form which is enclosed in the Secondary Education Information for Parents Booklet. These will be available at all St Helens primary schools, local libraries and the Admissions Section of the Local Authority from September 2010 onwards.

Applications may also be made on-line via the Council's web-site from September 2010.

The closing date for applications is **31 October 2010**.

All applications will be considered at the same time and after the closing date.

Decision letters will be sent to parents on 1 March 2011.

6. The Governing Body has delegated responsibility for determining admissions to its Admissions Committee, which will consider all applications made in accordance with the oversubscription criteria, without reference to the ability or aptitude of the child.

Late Applications

Applications submitted after the closing date will only be considered alongside those who applied on time when they are received before the allocation procedures begin. However, as this date cannot be predicted, parents have not guarantee that any application received after the closing date will be included.

How places were allocated in September 2009

Admission Number	Number of initial applications	How places were allocated	Final number of places allocated including any upheld appeals
150	1 st preferences 97 2 nd preferences 140 3 rd preferences 64	All preferences were met	124

Oversubscription Criteria for 2011 - 2012

Designated Parishes and Primary Schools

Parish	Primary School
St Mary's Birchley*	Birchley St Mary's
St Mary's Blackbrook	Blackbrook St Mary's
St Mary's Lowe House	1. Holy Cross 2. St Thomas of Canterbury
St Patrick's	St Peter and St Paul
St Peter and St Paul	St Peter and St Paul

*St Mary's Birchley is also an associated parish of St Peter's Catholic High, Orrell.

Where the number of applications exceeds the number of places available the Governing Body will apply the following over-subscription criteria:

1. Children in public care.
2. *Baptised Catholic children living in the designated Parishes and attending the Catholic Primary School of the designated Parish or of another Parish in the case of the residents of St Patrick's, Clinkham Wood or St Mary's, Lowe House, which do not have primary schools.
3. Children who have a brother or a sister in the school at the time of likely admission. This includes full, half or step-brothers and sisters, adopted and foster brothers and sisters or a child of the parent/carer's partner, and in every case, who is living at the same address and is part of the same family unit.
4. *Baptised Catholic children living in the designated Catholic Parishes but attending another Catholic Primary School.
5. *Baptised Catholic children from Parishes other than the designated Parishes who attend a Catholic Primary School of a designated Parish.

6. *Baptised Catholic children from Parishes other than the designated Parishes and who attend other Catholic schools.
7. *Baptised Catholic children living in the designated Catholic Parishes but attending a school other than a Catholic Primary school.
8. *Baptised Catholic children from other Catholic Parishes who attend a school other than a Catholic Primary school.
9. Non-Catholic children who attend at Catholic Primary School of a designated Parish.
10. Children from other Christian denominations. Proof of Baptism in the form of a Baptismal Certificate or confirmation in writing that the applicant is a member of their Faith community from an appropriate Minister of Religion is required.
11. Children of other faiths. An appropriate Faith Leader would need to confirm in writing that the applicant is a member of their faith group.
12. Children whose parents express a preference for a place at the school.

Important

Parents who wish their application to this Catholic school to be considered against the priority faith criteria should complete the faith questions on the Local Authority's common application form and forward the documentary evidence that is requested by the closing date.

*'Baptised Catholic' means, within the policies and practices relating to school admissions, any child who, before the due date of application, is a baptised Catholic or who, having been baptised into another Christian denomination whose baptisms are recognised by the Catholic Church, has subsequently been formally received into the Catholic Church.

For a child to be considered as a Catholic, evidence of a Catholic Baptism (i.e. Baptismal Certificate) or reception into the Church will be required, in accordance with the Archdiocesan Advice on this matter. A copy of the Advice may be obtained at the school. If your child is Baptised Catholic and attends a Catholic primary school, the Admissions Committee will confirm this with the primary school. For all other Catholic applicants, a copy of a Catholic Baptismal Certificate should be attached to the Local Authority's common application form.

Tie Break

In the event of any over-subscription in the number of applications made under any of the categories above then the Admissions Committee will offer places first to children whose family home is nearest the school. The measurement shall be done by the Local Authority in a straight line using a Geographical Information System (GIS) based on Local Land and Property Gazetteer (LLPG) data and the National Grid co-ordinates for the family home and the school.

Where the tie break does not distinguish between applicants e.g. children living in the same block of flats random allocation will be used. This will be done by drawing lots and supervised by someone independent of the school.

Where the final place in a year group is offered to one of twins (or triplets etc) the Governing Body will not apply the tie break as it will admit the other twin etc too, even if that means going above the admission number.

Definition of Home Address

This is the address where the child and parent, or person with parental responsibility, normally live. If you are separated and your child spends time at each parents' address, the address we shall use is that of the main carer. We use the address of the parent who is in receipt of child benefit for this. It may be necessary for the Governing Body to carry out checks to confirm that addresses given are genuine. You may, therefore, be asked to produce documentary evidence of your child's address e.g. Council tax or utility bills.

Places are allocated on the basis of the home address at the closing date for receipt of applications. Any subsequent change of a child's home address must be notified to the Admissions Section of the Local Authority.

Fraudulent Applications

Where the Governing Body discovers that a child has been awarded a place as a result of any false information relating to the home address, proof of baptism or reception into the Church, it will withdraw the offer and your child will lose the place.

Waiting List

During the normal admissions round, if a place is refused because the school is oversubscribed your child's name will automatically be placed on the waiting list. The waiting list will be kept in priority order according to the oversubscription criteria and not on the date on which applications were received. If a place becomes available within the admission number, the child whose name is at the top of the list will be offered a place.

Children who are the subject of a direction by the Local Authority to admit or who are allocated to a school in accordance with the Authority's Fair Access Protocol will take precedence over those on the waiting list.

The waiting list will close at the end of the autumn term.

In-year Fair Access Protocol

The Governing Body has a duty to comply with the Local Authority's In-Year Fair Access Protocol and therefore admit up to +2 managed transfers per year group, even if the year group concerned is full.

All schools must participate in their Local Authority's protocol. For that reason, admission appeal panels will not view the fact that St Augustine of Canterbury Catholic High School is obliged to admit over its admission number as an indication that it can do so for all mid year transfers without causing prejudice to the efficient provision of education or efficient use of resources.

In Year Transfers

Applications for a place in year 7 after the waiting list has closed or years 8 - 11 should be made on the application form provided by the Admissions Section of the Local Authority.

Parents will normally receive a written response to their application within ten school days.

Appeal Procedure

Where parents are unsuccessful in applying for a place at St Augustine of Canterbury Catholic High School, the decision letter will give reasons why the application was refused and notification of the right of appeal, including details of how, and to whom, to make an appeal and where to obtain further information.

SCHOOL ORGANISATION

Governors

The Governing Body comprises: Chairperson and Vice Chairperson, Foundation Governors, Local Authority Representatives, Parent and Teacher Governors and the Headteacher.

Staffing

Specialist subject teachers work in department teams led by a subject leader or teacher in charge; most teachers are also form tutors; many teachers have additional responsibilities relating to the curriculum or pastoral systems. A Faculty Manager monitors the work of each department.

Staffing Structure

Senior Leadership Team:

Headteacher: Strategy and Direction

Deputy Headteacher: Curriculum Standards, Data, Target-Setting

Deputy Headteacher: Learning and Teaching, Self-Education, Secondary Strategy

Deputy Headteacher: Performance Management, Continued Professional Development, Timetable

Assistant Headteacher: Pastoral Welfare and Achievement.

Assistant Headteacher: Director of Specialism

Assistant Headteacher: Inclusion

Curriculum:

4 Faculty Managers (members of SLT)

Subject Leaders: (English, Maths, Science, Religious Education, Humanities, Modern Foreign Languages, Technology, ICT and Business Studies, PE, Visual Arts)

Teachers in Charge: (Music, Drama, PSHE and Citizenship, Vocational Education)

Curriculum Co-ordinators (Gifted and Talented, Primary Liaison, Learning Resources)

Whole School Issues: Induction, Coaching, Mentoring, NQTs, Extended Schools/Healthy Schools, SEAL

Specialist Subject Teachers: (all subjects)

Pastoral:

Deputy Headteacher: Curriculum and Standards

Assistant Headteacher: Pastoral Welfare and Achievement

Assistant Headteacher: Inclusion

4 Pastoral House Managers

32 Form tutors

Special Needs Co-ordinator (SENCO)

Learning Support Unit Manager (LSUM)

Nurture Base Manager

Chaplain

Safer Schools Officer

Co-ordinator for Information, Advice and Guidance (IAG)

Co-ordinator for the Student Voice

Associate Staff:

Chaplain

Administration & Finance Officer

Site and Premises Manager

School and Community Arts Co-ordinator (Specialist School)

Technicians: Technology/Visual Arts
 Science (2)
 ICT (2)
 Library

Clerical: Office Manager
 2 Clerical Officers
 1 Part Time Clerical Officer/Finance Assistant

Exams Officer

Assistant Caretaker

Cook

Catering Assistants

Senior Lunchtime Supervisors

Lunchtime Supervisors

Cleaning Supervisor

Cleaners

Student Organisation

Each student belongs to the following:

- a house group; led by a Pastoral House Manager
- a form class led by a form tutor;
- a Key Stage (Ys 7/8 or Y7 - 9; Key Stage 3 depending on subject; Ys 9/10 and 11; Key Stage 4 depending on subject);

- subject classes organised by form, ability or banding - depending on subject and Key Stage.

Organisation of the timetable and School Day

The school has a 5-lesson day and a two-week timetable, divided into Week A and Week B. Each lesson is one hour long. School commences at 8:30am and finishes at 2:35pm. There is a 20 minute break during the morning session and a 30 minute lunch break (35 minutes for Year 7 and 8). Lunch is 1.05 - 1.35pm.

Electronic registers are taken during most lessons. All learners have a 15 minute tutorial session featuring collective worship at the start of each day.

Student organisation is aided by the use of a Student Planner, which is used for recording timetables, homework and reminders about books and equipment. Teachers and parents/carers use planners to communicate important messages or information.

Year 11 Prefects, Form Captains, Peer Mentors and Learning Support Assistants help with student and school organisation.

Arrangements for Religious Education and Acts of Worship

Religious Education is taught as a core subject conforming to the teachings of the Catholic Church. At Key Stage 3, students follow the 'Icons' programme authorised by the Bishops of England and Wales. At Key Stage 4, pupils follow the Edexcel GCSE course; a Christianity course with a focus on the Catholic faith.

Each day starts with a Collective Act of Worship either in form classes or in a year group Assembly. A copy of the school's policy on Collective Worship is available on request.

No arrangements are currently in place to withdraw any student from the religious education or dimensions of the school.

Other opportunities exist for worship, prayer and reflection through regular masses in school, voluntary prayer and reflection, Easter and Christmas Liturgies, annual Retreats and special events.

The school has a full-time Lay Chaplain, Mrs Margaret Thompson, who facilitates a diverse range of spiritual and faith opportunities to students and staff. Parents and carers can discuss faith related issues with the Chaplain by appointment.

Arrangements for Inspection of Documents

Copies of the following documents are available for inspection upon application to the school by telephone or in person. Notice should be given so that documents can be made available and a small administrative charge may be made in some cases if copies are required to take away:

- a) Any statutory instruments and circulars sent to schools by the Department for Education concerning the curriculum, including the National Curriculum.
- b) Any published OFSTED reports on the school and Archdiocesan Inspection reports.
- c) Any schemes of work and syllabuses in use.
- d) Minutes of Governing Body meetings (Part I).
- e) School policy statements.

The Curriculum

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THE SCHOOL CURRICULUM

The Aims of the School are currently under review

THE AIMS OF THE SCHOOL

1. To interpret human knowledge to its pupils in the light of the *Gospel*, with the school community contributing to the spiritual and moral formation of the pupils as well as to their intellectual and physical development.
2. To promote equality of opportunity for all of its pupils and aim to respond to the particular needs of each child in the context of a caring community.
3. To help pupils:
 - a) to develop in a mature, free and reflective manner, their Christian faith.
 - b) to achieve that personal and social development essential to their confident entry into adult life.
 - c) to develop a spirit of lively enquiry concerning the world in which they live.
 - d) to develop the skills essential for them:
 - to lead as full an intellectual life as possible.
 - to satisfy the demands of their future working life in a fast-changing world.
 - to become independent, competent members of society and responsible members of their families.
 - to develop such personal qualities and physical attributes as will equip them to fill their leisure hours with satisfying and worthwhile pursuits.
 - e) to come to some appreciation of the human achievement in cultural, scientific and technological fields and to provide opportunities to develop abilities in them.
4. To foster partnership with the local and business community.

AIMS OF THE CURRICULUM

These are specifically curricular aims and form part of the overall aims of the whole school.

1. To illustrate the inter-relationship of all human knowledge.
2. To establish the concept of learning as a life-long process.
3. To stimulate intellectual curiosity, direct and exercise the emotions, encourage clear thinking, tackle problems, sustain arguments, discriminate truth and falsehood, fact and feeling.
4. To develop a curriculum that is flexible and relevant to the needs and interests of pupils at all ages and which takes account of the demands of parents, employers, further and higher education & examination boards and meets statutory requirements.
5. To recognise and encourage talent of all kinds.

THE CURRICULUM PLAN

This is flexible and is reviewed each year to suit the changing needs of our pupils.

Key Stage 3

During Key Stage 3, pupils follow the National Curriculum in mixed ability teaching groups in all foundation subjects.

Core subjects (English, Maths and Science) are taught as follow:

English: Years 7 and 8 - mixed ability teaching groups
 Year 9 - set by ability

Maths: Years 7, 8 and 9 - set by ability

Science: Years 7, 8 and 9 - set by ability

Key Stage 3 pupils will study English, Maths, Science, Art, Drama, Geography, History, Information Technology, Modern Foreign Languages, Music, Physical Education, Personal Social & Health Education (including careers education guidance and citizenship), Religious Education and Technology.

Key Stage 4

Key Stage 4 pupils study the following core subjects which lead to GCSE and BTEC qualifications:

English

Maths

Science

Religious Education

Physical Education

PSHE

ICT

Citizenship

We also offer pupils different pathways which lead to a variety of nationally recognised qualifications.

Other non-GCSE courses are offered to some pupils. These include graded tests in Music and Entry Level Certificate of Achievement courses in Religious Education.

OPTIONS

At Key Stage 4 we provide a wider opportunity for pupils to develop their talents and aptitudes and we offer them choices in a variety of academic and vocational subjects. During Year 9, pupils are asked to indicate preferences for subjects to study in Years 10 and 11. No guarantee can be given that first preferences will be met for each pupil. The option subjects are in three groups and the pupils choose one from each group. The grouping of the subjects may vary from year to year but the following subjects are usually offered; History, Geography, Physical Education (BTEC), Art & Design (single/double awards and BTEC), Music, Business Studies (single awards), Spanish, Information Technology (single/double award), Drama, Health & Social Care (double award), Food Technology (double award), Resistant Materials and Leisure & Tourism (double award).

We also offer Vocational GCSEs in Applied Business Studies, , Health and Social Care and Leisure and Tourism.

As well as studying for GCSE qualifications, some pupils study BTEC Science instead of GCSE Science and a small number of pupils are offered the opportunity to concentrate on one vocational area e.g. catering instead of taking Option Subjects during Years 10 and 11.

Several other non-GCSE courses are also offered to some pupils. These include graded tests in Music, usually studied as extra curricular activities, and Entry Level Certificate of Achievement course in Religious Education.

From September 2009 we will offer a Diploma in Creative and Media based at St Augustine's. Other Diplomas offered across St Helens Local Authority include:

- Business Administration and Finance
- Engineering
- Social Health and Development
- Information Technology
- Construction and the Built Environment
- Hospitality
- Sport and Active Leisure
- Environment and Land Based
- Travel and Tourism

EDUCATION FOR SEXUALITY

As part of our responsibility to develop the whole person (see Mission Statement), this school promotes the understanding of personal relationships, including sexuality and its attendant responsibilities, in the context of Catholic moral teaching.

Since attitudes are formed and values are transmitted by the total experience of school life, all adults in the school share the responsibility to contribute to the formation of sound attitudes in our young people. Whilst many areas of the curriculum, therefore, have roles to play, particular emphasis on personal responsibility in sexuality features in Religious Education, Science, PSHE and pastoral counselling. Provision will be made for those pupils whose parents exercise the right to withdraw their children from those elements of sexuality education not covered by National Curriculum requirements. A copy of the school's policy is available upon request.

THE AIMS OF RELIGIOUS EDUCATION IN CATHOLIC SCHOOLS

The Catholic vision of education promotes the dignity and freedom of every person as created in the image and likeness of God. This vision inspires and encourages the beliefs and values which are lived out in the daily life of the Catholic school. Within this vision, Religious Education is very much a journey of formation involving every member of the school community, together with a pupil's family and parish

community. It is in this context that the three elements of Religious Education, catechesis and evangelisation, co-exist, providing mutual support and reinforcement.

For all children Religious Education is a proper subject in its own right in the school's curriculum. It is a rigorous academic discipline, and as such it is to be taught, developed and resourced with the same commitment as any other subject. For those already engaged in the journey of faith, Religious Education will be catechesis, and for some children and young people Religious Education will be evangelisation, the first opportunity to hear the Good News of the Gospel.

Curriculum Religious Education in Catholic schools aim to promote:

- Knowledge and understanding of Catholic faith and life;
- Knowledge and understanding of the response of faith to ultimate questions about human life, its origins and purpose;
- The skills required to engage in examination of and reflection upon religious belief and practice.

The objectives of curriculum Religious Education in a Catholic school are:

- To develop knowledge and understanding of the mystery of God and of Jesus Christ, of the Church, and of the central beliefs which Catholics hold;
- To develop awareness and appreciation of Catholic belief, understanding of its impact on personal and social behaviour and of the vital relationship between faith and life;
- To encourage study, investigation and reflection by the pupils;
- To develop appropriate skills: for example, ability to listen; to think critically, spiritually, ethically and theologically; to acquire knowledge and organise it effectively; to make informed judgements;
- To foster appropriate attitudes: for example, respect for truth; respect for the views of others; awareness of the spiritual; of moral responsibility; of the demands of religious commitment in everyday life and especially the challenge of living in a multi-cultural, multi-faith society.

WORK EXPERIENCE

Arrangements are made in conjunction with St Helens LA so that all pupils in the school will have an opportunity, normally some time between Easter in Year 10 and Easter in Year 11, to experience the world of work on a one week placement with a local employer. Other work experience opportunities also arise in connection with certain courses and activities.

COMMUNITY LINKS

All pupils continue to be encouraged to take an interest in our local community, the school, parish and town and over the years there have been many activities linking the school curriculum directly with the local community, eg. giving concerts, charity fund raising, environmental development projects.

INDUSTRY LINKS

We have developed strong links with local businesses and industries. Pupils regularly visit work premises as part of the curriculum. Many school activities are supported by local industries and industrialists. Local training providers and employers help our careers department with advice on job applications and interview techniques. They also interview and aid the selection of our team of prefects.

Our past Industry Events have, at times, involved Years 8, 9, 10 and 11.

Work Related Learning and Enterprise Education is now a compulsory element in the national curriculum, for all Key Stage 4 pupils. We have established links with the Enterprise in St Helens (ESH) Team, based at the Chamber of Commerce, to ensure all of our pupils gain a good understanding of this aspect of the curriculum, through a range of interesting and enjoyable activities.

FURTHER EDUCATION LINKS

Since the school opened in 1987, considerable attention has been given to establishing strong links with the many institutions and agencies in the locality who provide courses of further education and training for our students after they leave St Augustine's.

Over the years the school has developed particular links with Carmel Sixth Form College and a large proportion of our students each year continue their education. As a Roman Catholic High School we are pleased to promote this continuity.

Links with St Helens College have strengthened over many years and a number of students attend college courses in Years 10 and 11. Some pupils continue their education and training at St Helens College after leaving and we are pleased to see the growth in such provision in the last few years. There are also strong links with Winstanley College.

Full details of all institutions in the locality and prospectuses of course information are available in the Careers Library.

SCHOOL SPORTING AIMS AND PROVISION OF SPORT

1. To enable all young people, whatever their circumstances or ability, to take part in and enjoy P.E. and sport.
2. To promote young people's health, safety and well-being.
3. To enable all young people to improve and achieve in line with their age and potential.

School Rugby League Teams have won the National Competition on two occasions. They have won North West and St Helens competitions. Year 7 are the current North West Champions.

All other year groups competed in the National, North West and St Helens Schools Competitions.

Numerous students in all year groups represent St Helens service Area Rugby League squads. Some of our students have gone on to represent England at International level.

Year 7 - 11 competed in St Helens 11-A-Side Football competitions.

Years 7, 8 & 9 competed in the St Helens Schools' Cricket Leagues

Years 7 - 11 competed in the St Helens Schools' Netball Leagues and Tournament.

A mixed team competed in the St Helens Schools Rounders' competition

Years 7, 8 & 9 groups competed in the Town Sports Athletics' championships

HOME LEARNING

St Augustine's believes that home learning is a key part in the learning process. We have a clear policy that emphasises the nature of home learning and the parts that parents/carers, students and staff play. Its importance is agreed in the Home-School Partnership. Home learning is set on a regular basis in accordance with the policy and the Home Learning Timetable. However, students will find real variety in the types of activities set.

Home learning builds on learning in the classroom but also looks to encourage independent learning on behalf of our students. For this reason, many subject areas will set project-style activities with a longer time given to complete them.

The Governors request the continued support of all parents/carers for the school's Home Learning policy.

CONSULTATION

In the school year 2009/2010, parents of pupils in Years 7 to 11 will have 3 opportunities to discuss pupil progress and any concerns in specially designated Progress Review Weeks. In addition to the consultation sessions, parents can telephone school to make an appointment for a progress report. The appropriate Student Achievement Manager is the first point of contact in such circumstances. This system will be reviewed in the coming year.

GIFTED AND TALENTED POLICY

At St Augustine's, we believe that all of our pupils are special and we aim to provide for the needs of each and every one of them; they are all children of God. We are committed to providing an environment which encourages all children to work to their potential and this clearly includes pupils who display some form of 'gift or talent'.

Our mission statement stresses that we are providing an education for, and developing the whole person, endeavouring to develop the whole child spiritually, intellectually, socially, morally and emotionally. This includes our more able pupils whom we must make provision for, in the same way that we do for those with special educational or additional needs.

On an annual basis we review our cohort of students that have been identified as having a gift or talent in one or more subjects or who have a talent in a particular activity outside of school.

The DCSF (Department for Children, Schools and Families) defines the group supported by the national programme for gifted and talented education as:

'Children and young people with one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities).'

The term 'gifted' refers to those pupils who have abilities in one or more subjects in the statutory school curriculum other than art, design, music and PE. 'Talented' refers to those pupils who have abilities in art, design, music, PE or in sports or in performing arts such as dance or drama.

Identification

At St Augustine's we endeavour to recognise the talents of all of our children, including those with special educational needs using a combination of the following strategies:

Initially identification is through:

- Performance in examinations such as KS2 SATS; KS3 SATS; CATS and GCSE.
- Teacher identification
- Assessment of classwork
- Information from previous schools
- External agencies, e.g. sports clubs, music organisations, drama groups

Strategies

Strategies employed recognise the special needs of such pupils and will include enrichment, acceleration and differentiated opportunities, working mainly within the classroom, but supplementing this with additional provision where appropriate and/or possible. Out of class activities will be encouraged. Outside agencies for training and provision are used whenever possible.

The responsibility for monitoring progress is with Subject Leaders and Faculty Managers, monitored by the Lead Teacher for Gifted and Talented.

RECORDING AND REPORTING ACHIEVEMENT

Parents of pupils in Years 7 to 11 will be invited to attend on Parents' Evening each year. An appointment system will be operated and parents/guardians, at their designated time, will receive information on their child's attainment and achievement in each subject.

Students will receive three progress reports each year including information about attendance, punctuality, attitude and behaviour.

EXTRA CURRICULAR ACTIVITIES

Extra curricular activities are an important constituent in the general education provided by the school and include a wide programme of sporting activities, cultural exchanges, visits, musical and theatrical events and social and liturgical functions. Listed here are some of the highlights of the year:

- Annual Sponsored Walk
- Retreats at Lowe House (Year 7)
- Retreats at Chester Retreat Centre (Years 8 + 10)
- Mass in School on Holy Days of Obligation
- Weekly choir and instrumental rehearsals
- Concerts - Christmas and Summer
- Variety of peripatetic teaching e.g. guitar and woodwind
- Travelling Musicians concert
- Samba Taster and Dance Workshops (Years 8 & 9)
- Reading Club
- Homework Club
- Justice & Peace Group
- Paris Trip (Years 8-10)
- Visits to La Tasca Spanish Restaurant (Year 10)
- French theatre company visit (Year 8)
- Dove Cottage trip (Year 9)
- Aim Higher Days (Years 9 - 10)
- Mock Interviews (Year 10)
- Leisure and Tourism visit to Camelot (Year 10)
- GCSE Geography fieldwork visit to Ambleside (Year 10)
- Sports Leader Award (Year 10)
- Olymkids (Year 10)
- Chicago trip at the Liverpool Empire (Years 10 and 11)
- Drama Group
- PGL - Boreatton Park Trip (Year 9)
- 10 Pin Bowling Evening (Reward Trip Year 9)
- Easter Revision School (Year 11)
- Revision Classes across the school (Year 11, April - May)
- Year 6 Summer School
- Yorkshire Sculpture Park trip (Year 10)
- Prefects Training run by St Helens EBP (Year 10)
- Watercolour Workshops (Year 7)
- Art Club (Year 6)
- Drawing masterclass (Year 10 and Year 6)

- Animation workshop (Year 10)
- Science Theatre Group 'Forces for Courses' (Year 8)
- Year 7 visit to Skipton Castle
- Year 8 visit to Quarry Bank Mill
- Fair Trade Group (Years 8 and 9)
- Geography club (Year 8)
- Chaplaincy Club (Year 7)
- ICT Club (all Years)
- Business Studies Trafford Centre Visit (Year 10)
- European Rights of the Child Competition - UK Finalists (Year 10)
- ICT Monitor Training (Years 7 - 10)
- ICT Website Club (All Years)
- Year 6 Transition Morning
- Junior YIP (Years 7 & 8)
- Student Voice Cluster Event at Haydock Park (Year 10)
- Music Technology and Singing Workshops (All Years)
- Orchestral Day for St Helens (All Years)
- 'Babies' Theatre Production/Life Talk (Year 10)
- Film Workshops; Creative Industries (All Years)
- Inter form Rugby League (Years 7 to 9)
- Football - Town 7 A-Side Competitions (Years 7 to 11)
- Rugby League - St Helens North and West Counties Champion School Tournaments (Years 7 to 11)
- JSLA Organised events - Years 9 & 10 Cross Country Event ; Sponsored Skip (All Years) ; Sponsored Skip at Sts Peter & Paul
- Netball - St Helens Tournament (Year 7), Central League (Year 8)
- Inter Form Netball (Years 7 to 9, Year 10 JSLA's)
- Girls Soccer (Years 7 to 9, Year 10 JSLA)
- Rounders (Years 7 to 9)
- Inter Form Badminton (Years 10 & 11)
- Year 11 Celebration Event at The Everglades Hotel
- Young Peoples' Workshop at FACT (Years 10 & 11)
- Comic Workshop at Rainhill CLC (Year 8)
- GCSE English Master Class (Year 11)
- Film and Media Workshop at FACT (Year 10)
- Tate Liverpool visit and workshop (Year 8)
- Aim Higher Creative Industries Event (Years 9 & 10)
- Concrete and Glass Exhibition at Drumcroon (Year 10)
- Creative Futures Course at The Lowry (Year 10)
- Careers Talk at the 5A Gallerty (Years 9 & 10)
- Arts Awards Event (All Years)

- Junior Chef Club (Years 8 & 9)
- Let's Get Cooking Club (All Years)
- Girls' Dance (Year 7)
- Girls' Streetdance (Year 9)
- Girls' Gymnastics (Years 7 - 9)
- Boys' football (Year 7)
- Boys' football (Year 8)
- Boys' football (Years 9 & 10)

CHARGING FOR SCHOOL TRIPS - Policy of School Governors

The Governors have reserved the right to charge for the following:

1. The full cost of board and lodging associated with trips (except where students are eligible for the disadvantage subsidy).
2. Transport and other costs associated with trips which occur wholly or mainly outside school time and do not relate to a public examination, the National Curriculum or statutory duties relating to RE.
3. The cost of entering a pupil for an examination for which the pupil has not been prepared by the school.
4. The cost of entering a pupil to resit an examination where no further preparation has been provided by the school.
5. The cost of entering a pupil for an additional examination entry, where the initial preparation would allow a pupil to take two or more examinations.
6. The cost of entry fees paid by the school, where a pupil entered for an examination, fails to complete the examination requirements.
7. An examination result being rescrutinised at the request of a parent/guardian.

SPECIAL/ADDITIONAL NEEDS POLICY

School Mission Statement

"St Augustine's is a welcoming family.
Together we learn creatively;
Achieving our hopes and aspirations;
Respecting each other in the spirit of Jesus Christ".

"All pupils share the right to a broad and balanced curriculum, including the National Curriculum."

("A Curriculum for all - NCC")

Special Educational needs is the term applied to "Any pupil requiring an educational provision that is additional to, or different from, that normally provided in state school."

MANAGING SPECIAL NEEDS - SHA 1990

These may be children who for instance;

1. have been variously stated by the LA.
2. have learning difficulties which can only be overcome by extra work or special help outside that normally provided by the school for its pupils.
3. have physical or emotional problems, making special provision necessary.
4. are exceptionally gifted.

NOMINATED GOVERNOR - Mrs Doris Thompson

SPECIAL NEEDS CO-ORDINATOR - Mr. P. Harper

DESIGNATED TEACHER (Assistant Headteacher) - Mr. E. Moran

LEARNING SUPPORT ASSISTANTS

Mrs. A. Campsey

Mrs. L. Jennings (HLTA)

Mr. A. Eden

Miss. A. Barton

Mr. J. Roberts
Miss. G. Thompson
Miss. C. Finney
Mrs. R. Swift
Mrs. A. Farrall
Mrs. S. Trapnell
Mrs. K. Hynes
Miss. S. Pach
Mrs. J. Worsley
Mrs. M. Atherton (LSU Manager)

HOUSE MANAGERS

Mrs. B. Hutton *Mrs. K. Kenyon* *Mrs. A. Lofthouse* *Mr E Moran*

GENERAL PRINCIPLES

1. Every pupil is entitled to a broad, balanced and differentiated curriculum.
2. Neither age, gender, race, creed nor exceptional needs should constrain individual entitlement.
3. All teachers must take responsibility for pupils with special needs. Where in-class support is provided, subject teachers should plan schemes of work with the *support teacher or assistant*.
4. Assistant Headteacher and Subject Leaders must ensure that Special Needs be recognised and managed accordingly.
5. All Departmental handbooks must include a Departmental Special Needs Policy with a named member of staff to co-ordinate this area.
6. As a general principle we try to provide support for children with special educational needs within the context of the classroom and class timetable as far as possible. However, some pupils may require additional literacy input and this may well take place within the inclusion base, during form period and during English lessons additional behavioural support, if required, may be within the learning support unit.
7. It will be our intention to involve parents of children with special needs as much as possible in the work we do.

OBJECTIVES

1. To realise to the fullest possible extent the potential of children with special educational needs.
2. To provide guidance and support through counselling, instruction or resources for these pupils and to do so reactively with due sensitivity and imagination.
3. To maintain effective communication with the primary schools in order to identify children with special educational needs, to provide transitional information and continue a *graduated response* after their arrival.
4. To maintain effective liaison with external agencies e.g. School Social Worker, Educational Psychologist, Resource Bases, Physiotherapists, Speech Therapists, Audiologists, Statementing Officers, Inclusion Officers, Best and Connexions, particularly in supporting pupils when considering post 16 opportunities.
5. To communicate effectively with other secondary schools when pupils transfer from one to another.

INFORMATION

1. Wheelchair access is available to the ground floor only. The ground floor is also ramped. There is a wheel chair accessible toilet on the ground floor.
2. For admissions arrangements - see school prospectus.
3. The Education Act 1993 Code of Practice requires a *graduated response* to the identification, assessment and monitoring of pupils with special needs. The school maintains a three-tiered approach for these pupils.

Monitoring is in the form of target setting by subject teacher and reviewing the success or failure of achieving these targets at:-

- a) parent/teacher meetings;
- b) a review for *school action and school action plus* pupils during Progress review weeks;
- c) at formal review towards the end of the year, *for pupils with a statement of special educational need or being maintained at School Action Plus Level.*

4. All pupils with special educational needs have access to the National Curriculum unless otherwise stated in a statement of special educational need.
5. The achievement of competence in literacy and numeracy will be our priority, in addition to meeting the requirements of statements where they exist.
6. It is this school's policy to encourage parental co-operation at all stages of a child's development. Consequently, parents are invited to keep in close contact with the school and particularly their child's teachers. Should a parent consider there are any shortcomings in any aspects of the service delivered by the school, a meeting with the SENCO should be arranged. Parents who at this stage feel there are issues still to be resolved have the right to take these matters to the Governing Body, the LEA, Disagreement Resolution Service and ultimately the Secretary of State.
7. Special Needs resources are allocated to individual children according to their perceived needs and as far as economic constraints will allow. Support may take the following forms:-

Staffing support - through in class support by additional teachers or LSA.

Additional literacy lessons.

Additional numeracy lessons.

Smaller support groups if deemed necessary.

Additional behavioural support within the Learning Support Unit.

Co-ordinator for gifted and talented pupils.

Material support - The allocation of ICT. Equipment, particularly at Key Stage 4.

Optical appliances.

Enlarged print.

Audio equipment.

An alternative curriculum at KS 4.

Consideration is given for additional support in test situations if deemed appropriate. It is the school's policy to concentrate in-class support in English and Mathematics.

Pupils are given the opportunity to reinforce skills through extra curricular activities e.g. additional lessons, reading club, homework club. Gifted and Talented pupils are encouraged to join in a range of specifically designed courses and trips.

8. The evaluation of progress being made by children with special education needs is essentially a matter of continuous assessment. Thus the regular reports produced and reviews made for each child by the school are a key element in this process. Where the difficulties are primarily academic, test results and scores are obviously relevant. These include Key Stage tests and CATs scores.

Pupils at school action level and school action plus of the Code of Practice will have their needs met by a provision map. Pupils at statement level of the Code of Practice have an Individual Education Plan which includes target setting and monitoring within each subject area. Literacy levels are tested at the beginning and end of Year 7, 8 and 9, 10 and 11 to facilitate the monitoring and evaluation of progress. In addition, pupils identified as requiring literacy acceleration will work toward specific literacy targets which will be monitored and evaluated at the end of each year. Year 7 pupils who achieved Level 3 in numeracy and literacy at KS2 SATs are *internally* tested in the Summer Term.

Current Arrangements

General Principles

1. Where in-class support is provided there is liaison, in English and Mathematics particularly, between the support staff and the class teacher. This liaison is further aided by placing support teachers, as often as is practicable, within their own subject.
2. All departmental policy handbooks include special needs provision, and each department has a named member to co-ordinate this area.
3. In addition to parent/teacher meetings there is extra provision made for parents of children with S.E.N. These presently are:
 - a) pupils at *school action plus* of the Code of Practice reviewed every two terms;
 - b) a formal review, annually, of pupils' progress so far and forward planning of the pupils' entitlement for pupils with a statement.

Objectives

1. "A drop in centre" is available during the month of September each year to provide guidance and support specifically for the new intake.
 - i. A 'Homework Club' is available from October 1st each year to provide support for any pupil in the school to do homework under the best possible conditions.
 - ii. An alternative curriculum is available at KS4 for pupils with specific difficulties.
 - iii. Enrichment courses and trips are made available to pupils throughout the school who are perceived as being gifted and talented.

2. A member of staff contacts every contributory school during the summer term to discuss individual pupils and is available to attend any reviews to which s/he is invited. These discussions will concern pupils with statements and those who are maintained at any stage of the Code of Practice.
3. Effective liaison is maintained with voluntary organisations (e.g. bereavement services young carers) medical services (e.g. school nurse, educational psychologist, school doctor, speech therapist, physiotherapist) school services (e.g. school social worker) and the Pupil Referral Service, and L.A. Inclusion officers.
 - i. Post 16 transition of statemented pupils is discussed at Year 9 and following reviews.
 - ii. The Connexions service is informed during Year 9 of any pupils who may require additional support at this time.
4. Transfer during the secondary phase is co-ordinated by the SAM and Mr Williamson with input from the SENCO when deemed appropriate.

Success Criteria

The success of this policy will be reviewed annually under the following headings:
Are pupils making progress towards targets set in each subject based on their IEPs?

Monitoring - Pupils with a statement or at school action tier are monitored once per year. Pupils at school action plus are monitored every two terms. Progress and targets are documented on a record sheet.

Is there improvement in English, Mathematics and Science levels?

Monitoring - n/c levels at review towards the end of each year;
Literacy levels at the beginning and end of Year 7 and Year 8.
Pupils initially within the LSU moving into mainstream.

Are pupils reverting to earlier stages on the register /no longer requiring special help?

Monitored - annually by SENCO.

Are pupils motivated to learn and develop self-esteem and confidence in their ability as learners?

Monitored - annual reports;

Lessening of the need for in-class support as they develop.

Do parents have confidence in the school's ability to meet their child's needs; understand the targets set for their children and their contribution to helping their children achieve them; feel fully involved as partners in the education process?

Monitoring - parental survey at the end of the year;

Parental input at review meetings.

SCHOOL RULES AND DISCIPLINE

All pupils are required to wear school uniform at all appropriate times.

Boys' Uniform

Royal Blue Blazer (Viscount range) with Badge

Pale Blue Shirt & School House Tie

Mid Grey Trousers (not charcoal grey or black)

Grey Socks & Black shoes

A pullover, if worn, must be plain, V-necked, long-sleeved and mid-grey

Girls' Uniform

Royal Blue Blazer (Viscount range) with Badge

Pale Blue Shirt & School House Tie

Skirts must be mid-grey in colour, pleated or flared from the waist and knee to calf length only; mini skirts are unacceptable

(Optional: in cold weather, mid grey school uniform trousers)

Grey Socks or Grey Tights & Black flat shoes

A pullover or cardigan, if worn, must be plain, 'V'-necked, long sleeved and mid-grey

Food Technology Aprons can be purchased from school.

PE Kit - Girls

It is expected that each girl will be provided with the following PE kit:

One PE blouse with school logo (pale blue)	White ankle socks
Training shoes	Navy blue PE skirt (optional)
One or two pairs of shorts - navy blue	
Navy blue/black Tracksuit (no logo) for winter wear (optional)	

PE Kit - Boys

It is expected that each boy will be provided with the following PE kit:

Shorts - black - <u>Plain</u>	<u>Plain</u> white T-shirt
Rugby jersey with school logo - royal blue	Black football socks
Trainers	Football boots
Towel for showers (optional)	Shin pads
Navy blue/black Tracksuit (no logo) for winter wear (optional)	

All PE kit should be labelled with the child's name.

NB Sizing - It is advisable to buy goods big enough to allow for normal growth and avoid unnecessary replacement.

GENERAL RULES AND REGULATIONS

Uniform can be purchased from Slaters Uniform Warehouse (Wigan), Singhs (of St Helens), and The Golden Child (St Helens). Most supermarkets sell shirts, blazers, trousers, skirts.

Outdoor Coat - The school's Governing Body reintroduced a plain black outdoor coat (no logos) as a standard item of uniform from September 2000. The wearing of brightly coloured fashion jackets and topcoats is not allowed.

All clothes, especially PE kit, should be clearly marked with owner's name.

Shoes, not boots, must be sensible, flat, and without extremes of style. They must be black. Suede shoes and canvas pumps are unsuitable as are shoes with any form of high, platform soles or pointed toes. Training shoes are not allowed.

Pupils in uniform are expected to present themselves with a well-groomed appearance. The wearing of jewellery (including ear-rings) is strictly not allowed and extremes of hairstyle, as so judged by the Governors, are not acceptable. (This would include, for example, extremely shaved hair and bleached or dyed hair). Badges, other than those sanctioned by the school, should not be worn on the uniform. Hair with excessive ornamentation e.g. beads, braids or extensions is not permitted.

Uniform regulations remain in force until a pupil leaves the school. The wearing of school uniform remains compulsory for final external examinations at the end of year 11. Parents who experience difficulty in providing any item of uniform at any time should contact the school, in the first instance.

If your child is unable to attend school you must phone the school on the first day so that it can be recorded on the system. Failure to do so will result in an automated absence call to your home seeking reasons for absence. Advance notice of any unusual (e.g. long term) absence would be appreciated. Taking holidays in term time damages student progress and is discouraged by the school. A holiday form must be completed and returned to school for assessment by the Attendance Team. If attendance is below 90%, your holiday is longer than 10 days, or your child is under review by the Welfare Education Officer, do not expect the holiday to be authorised as we are under strict guidelines from the Government. Holidays should not be taken during examination times.

Smoking is strictly forbidden, as is the possession of smoking materials by pupils whilst on school premises. Similarly, pupils must not bring chewing gum to school nor consume any kind of food in the classrooms, on corridors and stairs. Food and snacks may only be eaten in areas designed for the purpose.

All children must stay in school for lunch.

No pupil may bring into school any dangerous or illegal substances or articles.

Mobile phones and all digital music players are strictly not allowed. If contact is needed in an emergency we are happy to get a message to students and vice versa.

All pupils, unless excused on medical grounds, must participate in PE and Games as the timetable demands.

Homework is compulsory and must be handed in as required. Parents are asked to sign their child's homework planner each week.

A detention system, designed in accordance with the Community Education Department's guidelines, is in operation. If a pupil is required to attend a detention of longer than fifteen minutes (i.e. formal detention) parents/guardians will be given 24 hours' written notice. This written notice is for parents' information and requires a signature on the slip to inform the school that they are aware of the sanction. This should not be construed as a request for permission to detain a pupil. In requesting admission for a place for a pupil at the school, there is an assumption that parents agree to conform with the school's published rewards and sanction systems. Students will be kept the same day if we are able to contact parents to notify them. Formal detentions may be 'private' (supervised by individual teachers) or they may be 'school' (held after school). School detention is a high-tariff sanction and is reserved by the school to signal serious disapproval. Pupils placed on school detention are likely to be reviewed by the Governors' Discipline Committee.

Failure to comply with any aspects of the rules above will incur a disciplinary response.

SECURITY OF PERSONAL VALUABLES AND PROPERTY

Although theft is extremely rare, reminders and warnings have been given about security of personal belongings of both staff and pupils. It is advisable that personal insurance is taken out to cover such items. Parents/Guardians may wish to investigate whether home contents insurance does or could cover such items.

The school does not have insurance for such personal effects (coats, bags, trainers, calculators, watches, pens, electrical goods etc). The school does not have the financial resources to compensate for such losses.

Any such items brought to school are the responsibility of the owner.

On many occasions in the past there have been warnings and reminders about not bringing expensive personal items to school. You are strongly advised not to bring expensive items to school.

The school uniform regulation has always been the wearing of a plain, black outdoor coat. (Please see the regulation in the uniform list)

Anti- Bullying Policy

Statement.

All of our children have a right to come to St. Augustine's and be educated in a safe and secure environment and be protected from those who wish to harm, degrade or abuse them.

There is no excuse for any bullying behaviour, which may be in the form of:

Emotional- being unfriendly, excluding, tormenting or intimidating.

Physical- any form of hitting, kicking, touching or use of violence.

Racist- racial taunts, graffiti or gestures. [See also racial harassment policy.]

Sexual- unwanted physical contact or sexually abusive comments.

Homophobic- relating to issues of sexuality

Verbal- name-calling, sarcasm, spreading rumours or teasing.

Aims:

To fulfil the school's statutory role.

To clarify the school's responsibility for responding to bullying in a manner of zero tolerance.

To eliminate this behaviour and promote the Christian ethos of the school.

To reassure the parents that the school takes their children's welfare seriously.

Objectives

To raise awareness among staff, parents and pupils of the school's attitude about this issue and make it aware that it will not be tolerated under any circumstances.

To be proactive in the prevention of bullying.

To make sure all parties are aware of the possible consequences when this behaviour occurs.

To record all complaints of bullying and records of interviews.

To treat the bully as a person with a problem and offer support to help them change their behaviour.

Prevention

On a whole school level: students will be informed of the policy and the consequences. It will also be mentioned in assemblies and in ABA[Anti-bullying Alliance] week in the Autumn. It will be made available in the prospectus for all new parents and their children. On a classroom level through tutorial sessions and PSHE lessons as part of Citizenship.

Children who have been bullied will be given support to help them deal with the problem. This may include support from House Managers and their Personal tutor.

Bullies will be supported to find out possible reasons for their behaviour and given advice, targets and support from the Pastoral teams.

Parents will be encouraged to speak to the school at the earliest opportunity to stop the matter escalating.

This issue will be mentioned at all future Intake events of new students and further messages through the school's reporting events during the year.

Tutors will be asked to speak to classes on a regular basis to find out if there are any concerns. Younger ones will be encouraged to report worries and concerns to Peer Mentors in their Vertical tutor groups.

At St. Augustine's large teams of staff are on duty at break to patrol the school, two staff are in the dining hall at all times; children are constantly supervised here. Other staff are designated to patrol other areas, both indoor and outside to

ensure a safe environment for our students. CCTV monitors most of the outside areas for further security for all students.

At lunchtime, senior staff are in the dining hall to ensure appropriate behaviour working alongside the several midday supervisors. Three/Four members of the Senior staff accompanied by House Managers patrol outside, usually with another member of the teaching staff, besides several more midday- supervisors. The school SSPO is often in support with these teams.

All teaching staff have expectations of our we expect our children to behave in and outside of the classroom. This is evidenced in the Code of Conduct sheets on the classroom walls, tutor briefing messages, planners, letters home and assemblies.

Our school ethos is based on fairness and respect of others " in the light of the teaching of Christ" All staff will treat each other and children/parents with courtesy and respect and will at all times model appropriate and acceptable behaviour.

Role of Parents.

School recognises the influence of parental support and believes that they should play a vital role in the solving of these problems. This belief stems from the spirit of the school parent agreement signed when the child enters our school. Parents are encouraged to contact the school with any concerns at the earliest opportunity. Parents of the alleged bully are expected to support the school's policy and interventions.

Expectations of Staff:

All staff, teaching or non-teaching, should report any incident to the appropriate Personal tutor. The House Manager will also be informed and will deal with any complex cases.

All complaints/information should be treated as a very serious matter and reinforce to the child they are being believed and the incident will be recorded and investigated and dealt with. Reference numbers will be given to parents for every incident dealt with.

Reference number will be: /House letter/ year/ date/ incident number

Incident management.

- All serious complaints are to be recorded using the appropriate form. [See appendix.]

- The alleged bully is to be interviewed and their comments recorded on the form.
- The parents of the alleged bully and the victim are to be spoken to, in a face to face interview preferably and the matter will be discussed. . Depending on the nature and gravity of the incident[s] the House Manager should suggest options for the dealing with the matter, which, if possible, the parent and the student are in agreement with.
- Both sets of Parents are to be asked if there is any more the school can reasonably do to help the situation. In some cases a CAF may be offered.

Management of the Bully.

School will not try to escalate the situation by over-reacting but will try to offer a supportive, problem solving approach. It may be that the use of sanctions may be used to demonstrate that the breaking of school rules is unacceptable. The more serious the offence the more serious will be the response.

Sanctions may include: Loss of break time, detentions, School formal detention, fixed term or permanent exclusion if other sanctions have failed and the incidents continue.

Serious incidents of Bullying will be recorded in the school serious offences register, which will be read out to the Governors on the Behaviour and Attendance panel. These include serious assault, racism, sexual harassment, homophobic harassment and other incidents deemed serious by the school. Parents will receive notification that this incident has been registered at Governor Level. The SSPO is involved in all serious issues.

School is only legally responsible for bullying acts committed on the premises but is also very concerned about other incidents and will also deal with these incidents such as coming to and from the school in a similar way. Acts committed at other times may require a referral to the police. School will also want to know about these incidents from the parents. School will always deal with these complaints in the same way as any other complaint received.

CYBER- BULLYING.

[See also Acceptable Use Policy of Internet in school.]

- Cyber bullying has become a common problem and the centre of complaints from parents and students in recent years. This is the spread of hate comments or images, as covered in the Anti-bullying policy, by E mail, text messaging and Social networking sites e.g. Facebook.
- All students have had assemblies on this in the Anti- Bullying Alliance week of Autumn 2009. The school always uses this annual week to highlight current issues surrounding bullying. Whole-school letters have been sent out at various times to highlight current intelligence in this matter.

STUDENTS:

- All students are advised that sending or posting offensive comments which are designed to upset others is forbidden. This is also covered in the Acceptable Use Policy for all internet users.
- Students are forbidden to click onto pages which have been created to upset other students: victims view these pages and believe the persons shown to have opened them are part of the hate campaign. This is very distressing.
- Most complaints stem from comments posted out of school hours and at weekends: all complaints received will be dealt with by the school and will involve the SSPO. [Safer Schools Police Officer.]
- Students are not to associate, communicate, have conversations, with anyone who has posted comments or indeed make comments to anyone who they do not know. They are not to meet anyone who they have met on any internet site.
- Students are to report any offensive comments to their parents immediately and take evidence in the form of printed material to be shown to the school.

PARENTS:

- Parents should always monitor their child's use of the internet and make sure inappropriate sites are not accessed and inappropriate comments directed at others are not made on social networking sites.
- In the event of a bullying concern, comments should be copied and taken as evidence. Text messages should always be saved for viewing by the SSPO.

- Your son/daughter should remove the bully's name, page, address, mobile number etc from their PC or Mobile to prevent further problems.
- Parents and students can file a complaint on the SHARP link on the school website. This is inspected by the SSPO on a regular basis and appropriate action taken. Parents can also contact the school in the normal way and speak to the appropriate House Manager or SSPO.
- All complaints are treated seriously and agreed action taken at all times. As stated earlier, forms are completed and reference numbers given for complaint identification

Procedures.

1. Incidents to be reported to the Personal tutor and House Manager
2. Alleged bully to be interviewed.
3. Serious cases need the form to be filled in.
4. Parents of victim and alleged bully to be contacted.
5. Supportive measures to be used.
6. Reasonable views of victim and parent sought for action response.
7. Situation to be kept under review for a period of time.

Information for Parents/Guardians.

How do I know if my child is being bullied?

Not all children will tell you or admit they are being bullied: the following are some possible warning signs.

- Afraid of coming to and from school.
- Feeling ill in the mornings.
- Becoming withdrawn.
- Changing their usual route to school.
- Appearing frightened of walking to or from school.
- Beginning to do poorly in their schoolwork.
- Becoming moody or bad-tempered.
- Sleeping badly.
- Becoming aggressive to brothers or sisters.
- Falling out with former good friends.
- Coming home with cuts and bruises.
- Loss of appetite.

What do I do?

Firstly:

- Try to stay calm.
- Try not becoming angry.
- Reassure your son/daughter that this is not their fault.
- Listen carefully to what your child says and be supportive.
- Reassure them that you and the school will help them to solve the problem.

Gather the facts:

- Find out what exactly has been going on.
- When and where the bullying has been taking place?
- Who is doing the bullying?
- How often?
- Any witnesses?
- Have school been told?
- Take whatever your child says seriously.
- Talk to them about what action can be taken.

Discuss the Bullying.

- Inform school; speak to the House Manager or Personal tutor.
- All interviews will be treated in confidence.
- School will discuss and agree with the parents what the best course of action is.
- The Victim's views are important and will be taken into consideration.
- Action agreed will be carried out by the school.
- If the bullying continues or starts again, report this to the school. It will not mean nothing was done in the first instant but may mean that an escalation in the action is needed.

**Remember: All complaints are treated seriously and appropriate action taken.
The problem is always dealt with and will be stopped in our school.
[June 2010]**

St. Augustine of Canterbury Catholic High School

Incident report.

Incident Number:	<table border="1"><tr><td></td><td></td><td>/</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>/</td><td></td><td></td></tr><tr><td>House</td><td>Year group</td><td></td><td>6</td><td>digit</td><td>date</td><td>number.</td><td></td><td></td><td></td><td></td><td>Report</td><td>no.</td></tr></table>			/								/			House	Year group		6	digit	date	number.					Report	no.
		/								/																	
House	Year group		6	digit	date	number.					Report	no.															
Name of student/parent filing report.																											
Tutor group:																											
Details:																											
Action plan. [involving parents,victims, sanctions, serious offences register,record on Sims log.]																											
Update: [Review, other action needed, response.]																											
Signed.																											

SOURCES OF HELP



www.childline.org.uk

www.bbc.co.uk

www.dfes.gov.uk

www.gurney.co.uk

www.successsunlimited.co.uk

www.scre.ac.uk

www.nspcc.org.uk

www.stopbullying.com

www.bullyatwork.fsnet.co.uk

www.parentlineplus.org.uk

www.samaritans.org.uk



KIDSCAPE	Helpline for parents	0208 730 3300
SAMARITANS	(National)	08457 909 090
SAMARITANS	(Liverpool)	0151 708 8888
CHILDLINE		0800 1111
CARELINE		0208 514 1177
CHILDRENS LEGAL CENTRE		01206 873 820
YOUNG MINDS		0207 336 8445
NSPCC		0800 800 500
PARENTLINE		0808 800 2222
WOMENS AID FEDERATION	(England)	08457 023 468

Statistics

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EXAMINATION RESULTS

The figures below give a summary of the end results and say a little about the processes along the way.

Year 7 - All new pupils are tested at the end of their first month at St Augustine's. These Cognitive Ability Tests or CATs assess ability in numeracy, literacy and verbal reasoning and are used alongside the Year 6 National Curriculum SATs (Standard Assessment Tests) from the pupils' primary schools to assess the ability on arrival at St Augustine's.

Year 11 - GCSE examinations

In addition, all pupils take end of year examinations in all subjects and reports are issued to parents.

If you wish to enquire about any aspect of these results, please contact the school.

GCSE School Results 5 or more A*-C (including English and Maths)

	Target A*-C (inc Maths & English)	Result A*-C (inc Maths & English)
2006	28%	41%
2007	33%	53%
2008	41%	61%
2009	43%	70%
2010	45%	78%

SCHOOL ATTENDANCE

RATES OF UNAUTHORISED ABSENCE FOR ACADEMIC YEAR 2009-2010

Number of day pupils of compulsory school age on roll for at least one session: 757

Percentage of pupil sessions (half days) missed through authorised absence: 5.9%

Percentage of pupil sessions (half days) missed through unauthorised absence: 1.9%

POST 16 DESTINATIONS - 2009

The average destinations figures for our students is as follows:

Full Time Education	92%
Work Based Learning	4%
Full Time Employment	1%
Neet Active	3%

St Augustine of Canterbury Catholic High School
Holiday and Term Dates Academic Year 2010/11

Autumn Term

INSET Day	Tuesday 31 st August
School Opens	Wednesday 1 st September
Autumn Half Term (School closes)	Friday 22 nd October
Autumn Half Term (School re-opens)	Monday 1 st November
INSET Day	Friday 19 th November
Christmas Holiday (School closes)	Friday 17 th December

Spring Term

Christmas Holiday (School re-opens)	Tuesday 4 th January
Spring Half Term (School closes)	Friday 11 th February
Spring Half Term (School re-opens)	Monday 21 st February
Easter Holiday (School closes)	Friday 1 st April

Summer Term

Easter Holiday (School re-opens)	Monday 18 th April
Bank Holiday (Good Friday)	Friday 22 nd April
Bank Holiday (Easter Monday)	Monday 25 th April
Bank Holiday	Monday 2 nd May
Summer Half Term (School closes)	Friday 27 th May
Summer Half Term (School re-opens)	Monday 6 th June
INSET Day	Friday 24 th June
Summer Holiday (School closes)	Wednesday 20 th July

WHAT DID THEY SAY ABOUT US?

In the following pages there are copies of or extracts from letters and reports about the school and its achievements in recent years.

We receive a great deal of very good feedback from visitors, parents, governors, local employers, contractors who work at the school, Local Authority officers, HMI, Ofsted and Archdiocesan inspectors and, of course, the students themselves.

In some cases names and addresses have been omitted or substituted in the interest of privacy and security.

Some extracts from cards and letters sent into school from former Governors, pupils, former teachers, new pupils and parents:

"Dear

I refer to the wonderful examination results you reported to me last week. On behalf of the *Governors*, please accept our sincere congratulations regarding this very significant set of results. We know how much work goes in to each year group's preparation. We know it is the fruit of the hard work of the students and of their parents too. You must be very proud of this huge improvement over last year and indeed over the target grade. Fantastic!!"

Ann Crooks (*Chair of Governors, September 2004*)

"Dear

I feel that I must write to you as a *Governor* of the school to express the great delight I felt on hearing about the 2004 *GCSE* results. I was fervently hoping that we had possibly achieved 50% again, as was the case a couple of years ago. You can imagine then how I felt when I was told that the actual figure was 57.2%.

I firmly believe that this excellent figure is a result of the extremely hard work put in over the last few years by everyone concerned; teachers, support staff, and of course, the pupils themselves. As I'm sure you know Peter, I still come into school on a fairly regular basis, so I've been able to see for myself much of the hard work which continually takes place. I am sure that the staff must be delighted to see that the hard work has not been in vain. Please pass on my thanks and congratulations to them.

Congratulations and very best wishes,

Jim Forshaw (*Governor*)"

"To all the staff,

It has been a pleasure teaching in *St Augustine's* where the pupils are a credit to all the staff.

I would like to thank you all for your friendliness and encouragement throughout my time here."

"Dear

We would like to thank all of you for the education you have given to Jessica and Rebecca over the last nine years.

You educated our daughters with care, patience, kindness, honesty and love.

Jessica and Rebecca both flourished and grew strong and confident enough to continue to further education.

Thank you all!"

"To all the staff at St Augustine's,

A million thanks not only for the excellent results but also for the extra help and support over the last five years. I had a great time!

Thanks again."

"Dear Mrs Twist,

Just a note to say how delighted we were with Megan's GCSE results and would like you to pass on our thanks to all concerned. She started at St Helens College today studying a BTEC National Diploma in Early Years Education and we're hoping she will continue to be successful maintaining the values nurtured at St Augustine's.

Thanks again for everything!"

"Dear Mrs Hutton,

I am writing to say thank you for coming to Ashurst Primary School on Friday. I enjoyed doing parts of the booklets and I am really looking forward to coming to St Augustine's. All the staff from there who I have met so far have all been really nice to me and I can't wait for some of the lessons.

I'm really excited for when I start and I know that all my friends that are coming are too! Thanks again."

"Dear Headteacher,

I attended the Open Night at your school last Thursday, with my daughter Charlotte who is a Year 6 pupil at St Mary's Blackbrook. I was given a guide to take us round the school called Paul. Could you please pass on my thanks to this young man for his helpful and polite manners and can I also congratulate the school and yourself for providing such an exemplary person to show me round. Paul really is a credit to your school.

Kind regards."

"Dear

We would like to thank you and your dedicated staff for helping Lucy in achieving remarkable results in her GCSEs. Naturally we are all delighted!

In her five, very happy years at St Augustine's, Lucy has thrived on praise and encouragement and has the utmost respect for her teachers and their teaching methods.

Many thanks once again."

"Dear

We are extremely proud of Luke's recent excellent GCSE results and we would like to thank you and all your staff for your hard work and commitment over the past ten years that has contributed to both our children's education. The guidance and support of your dedicated and hard working staff encouraged Luke to work hard and achieve his potential and equipped him with the skills and determination to do well at his studies which I am sure will remain with him at Carmel College and hopefully university.

You will also be pleased to hear that Emma graduated from Lancaster University with a BSc (Hons) degree in Biochemistry this year and is looking forward to beginning a one year Masters course in Medical Diagnostics in October at Cranfield University. She appreciates the excellent foundation that St Augustine's gave her and, at a time when many people are quick to criticise Secondary Education, we consider ourselves very fortunate and are very proud to have been associated with St Augustine's. We are fortunate that both our children were willing to put a lot into the school and took the many opportunities given to them to contribute to all areas of school life and consequently they both enjoyed their time at St Augustine's and as a result they got a lot from it, apart from their good exam

results. Once again, please pass on our gratitude to your staff for their contribution to the immense pride we have in both our children's academic achievements this summer."

"To all the staff,

Just a little thank you card for a big thank you to you all! I'd just like to say thank you to everyone for helping and supporting Hannah and Jack through these last few months. Life is always going to be hard with our mum's absence, but it is the help and support of people like all of you through my life that will get us through.

You've all been so caring and understanding at this time, and I can honestly say coming to school has been a saviour at this time. I'd like to say thank you for all the consideration and prayers, they have truly helped us all through. Things are getting better now. I thought you would like to know we are all beginning to accept the reality and this acceptance is due to the kind hearts of all the staff.

You'll never know how much you have all helped, I just hope this little note shows you a little. Lots of love and blessings."

"Dear

I am writing to thank you for five thoroughly enjoyable and highly rewarding years at St Augustine's.

I was thrilled with my GCSE results and it is thanks to all of the teachers that I was able to achieve such a good set of results.

In September I will be starting Winstanley College to study for four A levels in Biology, Chemistry, Maths and Psychology.

I would very much appreciate it if you could pass on my thanks and gratitude to all of the teachers. It has been five years of my very well spent."

"To all the Staff,

Thank-you so much for welcoming me into your school and for making my work experience so enjoyable and rewarding.

You have all been extremely helpful.

Thanks again for your efforts and I hope to see you all again soon."

"To all St. Augustine's Staff,

Thanks for everything you've done for Alex (and Kim and Shaun before him).

You'll all be glad to know he's the last one you'll have to put up with!!

Thanks for everything."

"To all the teachers,

Thank-you for teaching Kayleigh for the last 5years.

I'm so grateful for everything you've taught her.

Thanks so much."

"To Mrs Daley,

Thank-you for all your help and support and help since September. You have made my time at St. Augustine's a pleasure.

Thank-you for you help and advice - you have been an inspiration."

"To all the staff at St. Augustine's,

Thanks for the four years at the school.

You've all been great!"

To Mr Twist,

Just a big thank-you for all the help and encouragement over the past two years; without you I wouldn't have been able to reach the grade I did. I got an 'A' and I am very pleased with that. Thank-you very much again."

"Dear

It was a difficult decision to send Sarah to St. Augustine of Canterbury but after results day we know we made the right choice.

We would like you to pass on our sincere thanks to your staff because their hard work and dedication have resulted in Sarah becoming a confident pupil who achieved the grades she needed for her courses at Carmel College.

With our best wishes for your continued success."

"Dear Mrs Radforth & Mrs McDonnell

Thank-you for inviting me to Olymkids - I had a great time having fun and the Year 10's cheering me on and encouraging me to do my best. Also, Mrs Mousdale welcomed me and that made me feel more confident in joining the High School.

Letters of congratulations for examination results from the Directors of Education and Chief Executive of St Helens Council.

St Augustine's received the 'School Achievement Award 2001' for such results.

**Some extracts from the reports
of Examination Board Assessors,
Inspectors and Moderators
following visits to St Augustine's
to assess and grade GCSE
coursework, general pupil
progress and examination
administration**

AQA - Assessment and Qualifications Alliance

English/English Literature

The centre prepared its candidates thoroughly and effectively for the syllabus, setting a range of tasks which enabled candidates of all abilities to respond successfully and enthusiastically.

The centre made a good choice of texts to use for the Reading tasks.

Tasks were thoughtfully structured and effectively differentiated so that they enabled candidates across the ability range to meet the assessment criteria.

All candidates met the content requirements of the syllabus in full.

It was clear that the centre had carried out successful internal standardisation and it was possible to confirm all marks.

Records of candidates' achievements on the En1 Assessment Form were very helpful as they referred in detail to appropriate assessment criteria.

Candidates' written work was helpfully annotated with reference to appropriate specific criteria in the relevant mark scheme.

The presentation of folders was exemplary: cover sheets and other forms were meticulously completed and the selections of work were securely fastened.

The inclusion of stimulus material was appreciated.

AQA

Mathematics

The centre is to be congratulated on its effective preparation of candidates for the syllabus and for the presentation of its folders.

The work from this centre was very well annotated, with precise page references for the award of the marks within each strand. There was also evidence of a highly efficient system of internal moderation.

AQA

Art

A very well presented collection of work. Good quality painting and exciting use of mixed media and 3D. Thank you for the quiet space created for this visit.

AQA

Geography

The centre is to be congratulated on its organisation.

OCR

History

Thank you for the efficient way you have dealt with coursework.

AQA

Religious Studies

Additional information proved very helpful. A well documented and well presented set of coursework.

AQA

Unit Award Scheme

The Centre's administration was good. It was very much appreciated for the clear and generally accurate marking as were the summative comments on the candidates' responses. The tasks set allowed the candidates to achieve the outcomes.

Physical Education

A well organised day, which allowed for a wide range of activities to be seen. Candidates well prepared and enthusiastic, excellent marking.

Edexcel

The whole process was aided by the helpful approach of the teachers in this centre.

Friendly staff and pupils.

An excellent centre with enthusiastic candidates.

Joint Council for General Qualifications

Excellent administration and atmosphere.

AQA

Food Technology

The comments below are intended to give positive aspects in the assessment of food technology coursework.

Thank you for the prompt arrival of both the mark lists and the sample.

The use of ICT was a strength and candidates have produced concise and easy to handle design folders.

Making and development was well evident in the design folders.

Graphic Products

The school should be congratulated on the efficiency and organisation of admin - very useful to the moderation process. Good use of ICT, CAD/CAM.

Textiles

Evidence seen of good support to all candidates of varying ability. Some very good work seen within the sample. All folders were well presented. Teachers' detailed comments were particularly useful.

Resistant Materials

Good opportunity for all pupils to achieve.

AQA

Science

Thank-you for a well annotated package of work.

Ofsted - Office for Standards in Education

Boys and Writing

This is just to thank you for the excellent programme which you put together for my recent visit. I enjoyed my time in the school and was grateful for the opportunity to meet your colleagues and pupils, and to observe a number of classes. The visit was extremely valuable, given the nature of our current investigations.

With all good wishes,
HM Inspector of Schools

All pupils receive Progress Review Day reports three times during the course of the year.

Parents have the opportunity to respond.

Here are some examples particularly of Year 7 pupils:

- Report reply slips at the end of a good first year**

"I am very pleased with this report and glad that Jane is fitting in well at her new school. I would like to take this opportunity to thank all of Jane's teacher's as they are the reason for this.

Thank you"

"Thank you. John has worked hard towards this report, but it has only been positive through all the excellent support from all teaching and support staff at this wonderful school."

"I am very pleased with Louise's report, by reading the comments and results, I feel she has made an excellent start at St Augustine's. I'm very proud of her.

Thank you"

"We have been very pleased at how well James has settled into his first year at senior school. We will continue to encourage James to keep up this good work, including his good attitude and behaviour whilst at school. A very pleasing first year! The planner system has been invaluable in tracking homework."

"I read Jessica's report and I was very pleased and proud of her progress in her first year. She enjoys all her lessons very much and I would like to thank all of her teachers."

"I am very pleased with Rebecca's report. I can see the difference in her work this year. She really has improved, thanks to all her teachers."

"We are very pleased with Jessica's report and with the progress that she has made in her first year at St Augustine's. She has had a very happy and successful first year, and we would like to say thank you to all her teachers."

"We are delighted at the way Jane has settled down in St Augustine's and in her obvious enjoyment of her subjects. We look forward to seeing Jane do as well next year. Many thanks to the teaching staff."

"A super first year. David has settled well and we feel that the teachers know him and are recognising his strengths and areas for future development."

"We are very pleased with Paul's progress this term. We feel his Learning Mentor has helped him to gain a good report due to all the support he has received. Thank you very much."

St. Augustine's Headlines

**Samples of letters about our pupils' involvement
in out of school experiences and activities.**

Royal Liverpool Hospital

"Dear Mr Williamson and Form 7JW,

Thank you for your card which has been admired by the staff in the ward, your good wishes, the monster Toblerone, and, most important of all these things, your prayers.

We hope you have enjoyed your first term at secondary school.

Keep on praying, best wishes."

CAFOD

"Dear Mr Bennett,

On behalf of CAFOD may I thank you for your donation of £54.23 for our work. You are helping to make a real difference in the lives of some of the world's poorest people and your continuing support is very much appreciated.

Your gift will help us to continue our vital work around the world, helping the poor to make their hope of self-sufficiency a reality.

Please continue to pray for peace, justice and an end to suffering for the poor in the Third World. On behalf of CAFOD's family worldwide, thank you once again for your support."

Art

"I thoroughly enjoyed my visit last Friday but realised that there was no way to tap into the ambience offered by the combination of display and performance by the musical students. I was as 'wowed' as ever and very impressed by certain individual pieces. I particularly loved the ceramics and some of the ethnic pieces. I was just getting over my visit when on the mat in the porch dropped a brochure/catalogue which was beautifully done and I enjoyed a giggle as well. I think that adds a nice touch to hear the students comments as well as your own."

Visiting Artists

"Pat Southern and Julian Pearce - artists and educators - came to school for two days to work with our most talented year 10 artists. They demonstrated how to lay out work to make a good impression.

Working initially with inspiration from the New York Graffiti artist James Rizzi, the pupils produced small inspirational pieces. The main focus of the workshop however, was to look at the work of Gustav Klimt. The pupils worked hard all Friday and then completed homework in time for Saturday's workshop."

Pat and Julian have been working in schools for over 20 years.

"These are the best pupils we have ever worked with. Their response has been amazing."

Music

"Dear Mrs Williams and our fantastic choristers,

Thank you very much for the wonderful performance on Presentation Evening. You encouraged me to be less nervous. I saw some people who felt like I was feeling and who did a job more difficult than mine really well.

Well done everyone!"

"Dear Mrs Williams,

Just a note to say thank you very much for your contribution to 'Follow your Dreams' on the 4th July at Haydock CLC.

The children really enjoyed your three performances and many people commented on the talent, confidence and professionalism of the young people who took part.

Please would you convey my thanks to the young people who participated.

Thank you also for you time and effort especially on a Friday night at the end of a busy school week - it was much appreciated".

(Advisor Teacher for Children in Public Care)

Trident placement

"I am writing on behalf of Counterline regarding the two weeks placement that (pupil) has just completed.

During the two weeks (pupil) has been asked to do various tasks and duties within Counterline, which he has performed with a mature and excellent attitude.

He has mainly been involved within the drawing office gaining experience in the design, development and manufacture of high quality bespoke hot and chilled servery counters within the catering industry.

His time keeping, appearance, attitude and willingness to adapt and learn whilst he has been with us has been excellent and he has been a credit to his school."

To Miss Hutton

Thank you for everything, all your help and support, I don't know what I would have done without 'u'. Thank you for everything, I will miss you lots and lots. (Pupil)

To All The Staff who have taught my son, (Pupil)

Just to say thank you for all the help, encouragement and confident you have given to (Pupil) over the past 5 years and helped to make him the special 'man' he now is.

I hope he goes on to make you all as proud of him as I am and to be an envoy of your school. Thanks (Parent)

Dear Mrs Radforth

Thank you for a lovely day on Wednesday. We all had a lovely day but we all got wet but that never spoiled the day. The Year 11 girls were really nice, they were very friendly - some of them we knew. Thank you very much (Year 6 pupil from Feeder School)

To Mr Cubbin and all of the Teachers who went to Paris

Thank you soooo much! Thanks for all the hardwork. I really enjoyed it - it was the best school trip I've ever been on. Thank you so much. From (Pupil).

To Mrs Hutton

I simply cannot thank you enough for all the worksheets, tissues, advice and kindness that you have shown me.

Two years ago I wasn't doing my GCSE's, but you believed in me and pushed me with smiles and love (and you've got me going all soppy!). I shall miss you loads but thanks to you, I know I can cope with anything. Lots of Love (Pupil)

To Miss Kenyon

Just a note to say that all your help and kindness will always be remembered. Thank you for everything. Miss you. Love (Pupil).

To Mrs Holden Locke

Thank you Miss, you have been great. I didn't get fed up of you after eight lessons a week - you are still my favourite teacher. I will miss you loads! Lots of Love (Pupil)

To: Maths Department

I would like to thank all of you for making me feel welcome, encouraging me and helping me throughout my week with you. The experience was extremely informative and has made me only more serious about wanting to teach.

Thanks (Pupil)

To Miss Grimes

Thank you for teaching me so much this year and bringing me to Ambleside. It has been great. Love (Pupil)

To Miss Grimes

Thank you for being such a fabulous, caring and understanding teacher this year. I have learned a lot and enjoyed it all. Finally, thank you for bringing me to Ambleside - it has been a scorching, fabulous day and we have all enjoyed it thoroughly. (Pupil)