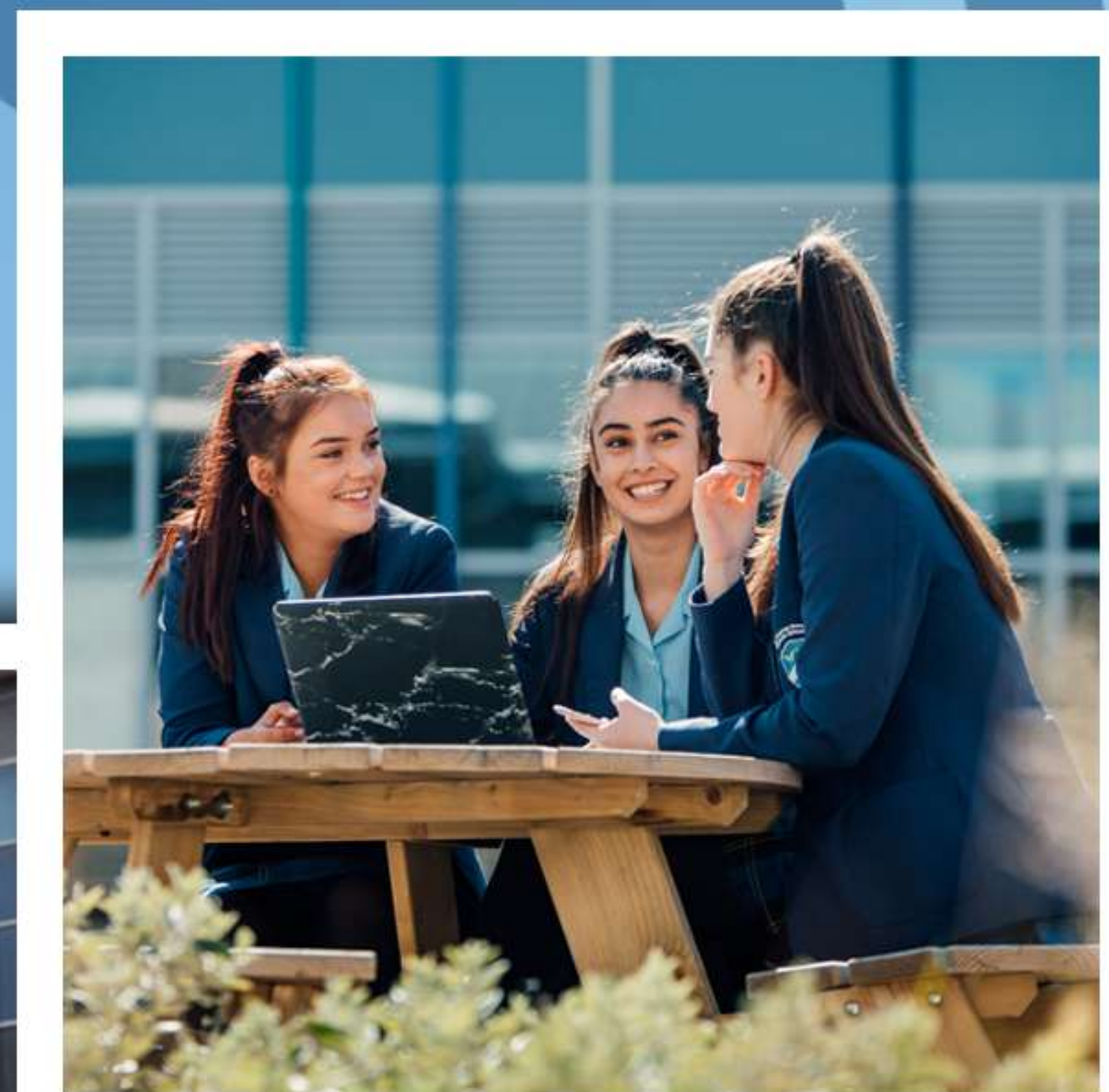
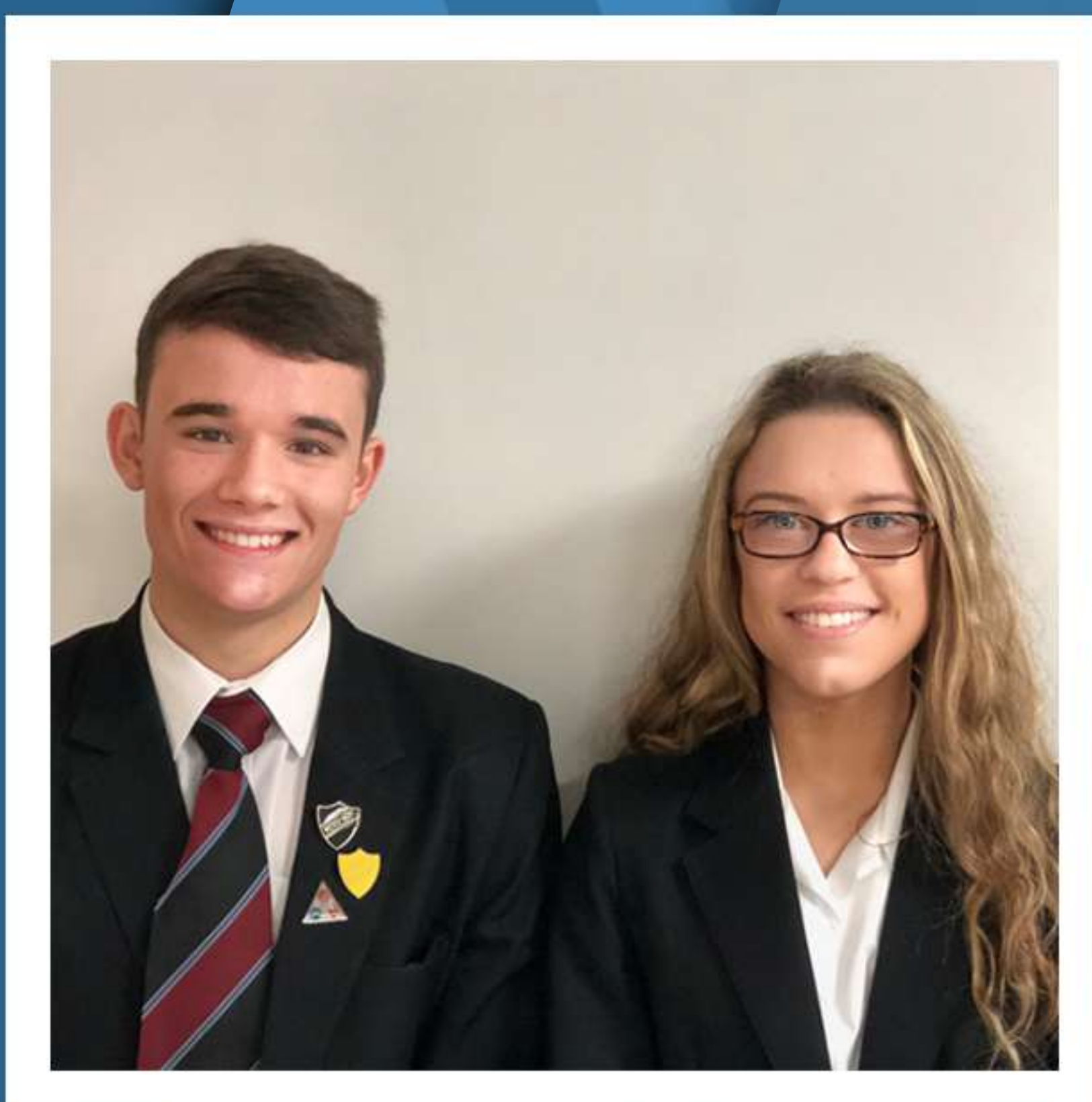




ST THOMAS MORE CATHOLIC SCHOOL

WHOLE SCHOOL PROSPECTUS
--- 2019/2020 ---



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Governors Admissions Policy	contact us
OFSTED report 2013	contact us

ST THOMAS MORE

MAN & MARTYR

“Regis Servus Dei Prius”

- *“I am the King’s good servant, but
God’s first”*

Born in 1478 the son of a lawyer, Thomas More attended St Anthony's School in London. After reading law at Canterbury College, Oxford, he qualified as a lawyer in 1501. His first marriage to Jane Colt produced four children. In 1510 he was appointed under-sheriff and Member of Parliament for the City of London. After Jane's untimely death, Thomas married Alice Middleton, a young widow with a daughter of her own.

Dispute with the King

Because Henry VIII and Katherine had no living male heir, the King applied to the Pope to have his marriage annulled. The Pope was unwilling to grant a divorce and the proceedings for annulment dragged on. By this time Henry's new love, Anne Boleyn, was already expecting his child. Henry took matters into his own hands, separated the English Church from the Church in Rome, styled himself supreme head of the Church in England, instructed his Archbishop to grant the divorce and then married Anne Boleyn.

Sir Thomas More, as he was by then, privately disagreed strongly with Henry's actions, believing it was impossible for the English Church to make laws which were inconsistent with the laws of the Church in Rome. In 1532 he resigned from office and refused to attend the coronation of Anne in 1533. In 1534 the Act of Succession declared that Anne's children rather than Katherine's, would succeed Henry. All Members of Parliament were required to take an oath accepting the Act, including the clause which asserted that the Pope had no power to interfere in the affairs of England. Neither More nor Bishop Fisher could accept this, so they refused to sign the Act. They were condemned to life imprisonment and had to forfeit their goods.



Martyrdom

Despite attempts by the King to make him change his mind, More refused to sign and was tried under the new Treason Act. One of Anne's relatives committed perjury and declared that More had publicly denied the right of the King to the title of the Supreme Head of the Church. The guilty verdict was passed and for the first time Sir Thomas More spoke his mind and stated that the Parliament of England had no right to make a law which disagreed with the law of Christ's Church. More was taken back to the Tower to await his death.

On July 6th 1535 Sir Thomas More was brought to the place of execution at Tower Hill. The King had forbidden More to make a speech before he was beheaded. However, he announced to the crowd that he went to his death for his faith in the Holy Catholic Church as 'the King's good servant but God's first'.

Canonisation

Thomas More was beatified in 1886 and canonised on May 19th 1935. His feast day is celebrated on June 22nd.

ABOUT THE SCHOOL

St Thomas More Catholic School is a Voluntary Aided Roman Catholic Comprehensive School providing for the educational needs of 11-19 year old students from West Gateshead and Northumberland.

Number of students on roll:	1530
Number of students in Years 12 and 13:	300
Target number of pupils for Year 7 in 2019-2020	235

KEY STAFF

HEAD TEACHER : MR. J. PARKINSON

**DEPUTY HEAD TEACHERS : MR. N. WOOD
MRS. J. TURNER**

CHAIR OF GOVERNORS : MR J. HAYES

THE MISSION OF ST THOMAS MORE SCHOOL IS TO DEVELOP
EACH MEMBER OF THE SCHOOL COMMUNITY SO THAT EVERYONE INVOLVED
CAN REACH THEIR FULL POTENTIAL IN THE LIGHT
OF THE TEACHING OF CHRIST AND THE VALUES PORTRAYED IN THE GOSPELS

MISSION STATEMENT

The mission of St Thomas More Catholic School is to develop each member of the school community so that everyone involved can reach their full potential in the light of the teaching of Christ and the values portrayed in the Gospels.

PRINCIPLES

Our catholic school is committed to achieving excellence in all that it does. The following principles govern the way that we operate:

The Catholic Faith is at the heart of what we do. Our Christian principles provide a well understood moral code by which we operate. Opportunities are provided to further the spiritual development of the community at whatever stage an individual is.

Our school is a civilised place: there is an atmosphere of mutual respect; members of the community are well behaved, display good manners and work for the common good. Our school experience should be an enjoyable one. This requires the provision of the highest possible quality learning environment.

Our pupils have access to an engaging, flexible curriculum that is relevant to their needs and to those of the wider community in order to equip them to take their places as productive members of society through the provision of the necessary knowledge, concepts, skills and attitudes.

Our school has high expectations in all areas, including: aesthetic, physical, social, moral and; academic. There is a belief that all pupils can succeed, whatever their individual circumstances.

Our school is an inclusive place. The skills and experience of the staff are valued and utilised in the attempt to achieve excellence; no group of pupils is discriminated against. We will always care for the individual whilst being mindful of our responsibility to the whole school community.

Our school is an organisation that reflects on what it does with a view to achieving constant improvement and development.

Our staff are central to the school's success. There are opportunities for staff to develop their skills throughout their career; they are supported and valued in their work.

Teaching and learning are the core activities. The provision of the highest quality classroom experience is of paramount importance. As a part of this experience learners are encouraged to take intellectual risks to enhance their learning, to develop the skills necessary to become autonomous learners, and to take responsibility for their learning.

Learners are encouraged to develop lively enquiring minds, the ability to question and the ability to argue rationally, in order to cope with the demands of a complex, fast changing modern society.

Our school is committed to the development of educational practice through the development of partnerships with others in the wider community.

Our school accepts its responsibility as a member of its wider community. Developing links with parishes, the local community, other educational establishments and other partners in order to further the wider educational aims of the region.

The parents of pupils at the school are encouraged to be involved in their child's education and have the opportunity to acquire the skills necessary to support their child at school.

MESSAGE FROM THE HEADTEACHER

“INVESTING
IN YOUNG
PEOPLE

INVESTING
IN THE
FUTURE”



There are many different things that we, as a community, want from our school: we want our children to be successful academically; we want them to develop good moral attitudes, indeed we want them to fulfil their potential in many different ways.

Here in St Thomas More Catholic School, we aim to give our students the best possible chance of doing this. In the school's most recent OFSTED inspection, in which we were again graded Outstanding, the opening sentences reads: “St Thomas More School provides students with high quality education, linking outstanding academic achievement to splendid personal development. An exceptionally strong Christian ethos pervades the school” (October 2013).

This success is due first and foremost to the strong Christian ethos which pervades our school, binding people together and encouraging everyone to give their best, and to strive for excellence, within an ordered and disciplined atmosphere. It was particularly rewarding to have this aspect of the school graded Outstanding by the Diocesan inspectors.

We have a long tradition of excellent examination results going back many years and in 2018 results were no different. Pupils in Years 11 and 13 posted another fine set of results. Changes to the way that outcomes are reported means that there is significant variation year on year that will, certainly over the next few years, say more about the system than schools. A more prosaic but possibly reliable way to look at outcomes is to consider where the pupils go next. In Year 11 the overwhelming majority go into the sixth form or an apprenticeship, with around 70% staying on here. Our Year 13 pupils have an excellent record of university entrance, with most achieving their first choice, apprenticeships and entering the world of work. One of our key aims is that pupils are ready for the next phase in their lives and we are justifiably very proud of our record in this.

There is no doubt that one of the main factors behind the continued excellent achievement of this school is the very high standard of the behaviour of the pupils. OFSTED also commented that “Behaviour is almost always impeccable. Pupils conduct themselves in a very mature manner in class and when moving around school at breaks and lunchtimes. They are polite and helpful and really respect their teachers.”

As a school we have always been determined to give pupils the best possible educational experience. This is reflected in the positive attitudes towards lessons that pupils show. This was confirmed by OFSTED who judged the quality of Teaching and Learning to be Outstanding.

We pride ourselves on the level of pastoral care given to all pupils. There are excellent relationships and mutual respect between pupils and between staff and pupils. Indeed, our pupils say that they enjoy coming to school! We invest heavily in individual support and guidance for pupils, we assess pupils' progress regularly and report this progress to parents at 10 week intervals.

Of course there is so much more to St Thomas More Catholic School than excellent examination results, central though these are to our success. Over the past few years the School has been recognised in a number of different ways. We were the first school to be awarded Specialist School status in the North East. We have collected a range of specialisms over the years; starting with Technology, Leading Edge (via Beacon School), Training and Vocational. In June 2011 we were named as one of the first tranche of Teaching Schools in the country. As a school we are always looking to develop still further. In January 2014 we became the founder member of the St Thomas More Partnership of Schools Multi-Academy Trust and in March 2014 we welcomed our first primary school, Sacred Heart Byermoor to the Trust. In April 2015 we welcomed St Matthews Primary School, Prudhoe.

Over the last few years we have worked hard to improve the school environment. We have so far renewed 60% of the school building. The next phase of the school's redevelopment will be the original 1967 building and hopefully this will happen in the next couple of years.

The work of the classroom continues to extend into high quality extra-curricular activities. A large number of pupils are able to participate in school teams covering a wide range of different sports. There is also a strong commitment to music and drama with regular concerts and drama evenings. Our contribution to the life of the community through, for example, the Sixth Form Programme, provides a splendid example of Christianity in action. Our pupils are enthusiastic and prolific fund raisers for Catholic Care North East, CAFOD, for the work of the Society of St Vincent de Paul and for the work of overseas missions. The nation's growing awareness of the peoples and cultures of Europe is reflected in our programme of international visits and exchanges.

With firm guidance, clear purpose, the vast array of talents of pupils and staff and continued support from parents, I am confident that St Thomas More Catholic School will continue to make a major contribution to the life of our community.

Jonathan Parkinson
Head Teacher

Contributions to the life of the house and therefore the school, be they physical, mental or spiritual are also recognised through the PRAISE system ensuring that the achievement of each student can be acknowledged irrespective of academic ability.

Our SEN students do well. The majority of our Year 11 students return to Sixth Form or secure a place at a local college. We are very proud of this achievement and their commitment to continuing education. A copy of the SEND policy is available on the school website.

INVESTING
IN THE
FUTURE”



PARTNERS IN LEARNING



The influence which home and school each has on the development of a young person cannot be overstated. Personal values, balanced judgements and a sense of proportion all have their roots in the early years. The partnership between parents and school is vital if common goals are to be achieved. Our guidance system is designed to supplement that offered by caring parents. We trust that values are shared at both home and school as we seek to do our best for our young people.

We ask for parental support in the following areas:

Regular and punctual attendance is essential if pupils are to achieve their best

Ensuring that homework is completed satisfactorily and on time helps ensure effective delivery of the curriculum

Membership of the St Thomas More Association offers parents and teachers the opportunity to co-operate in social and fund raising events for the general good of our school. All parents are encouraged to support our charitable and fund raising efforts as we seek to fulfil our Christian Mission

Approximately every 10 weeks parents will receive a short report of their child's progress and they are encouraged to support their child in forming future targets. Once per year there is a more extensive academic report followed by a parents' evening.

COLLECTIVE WORSHIP



The spiritual dimension is of fundamental importance to the life of our school. In addition to timetabled Religious Education lessons, each session of each day begins and ends with an act of collective worship. This may take the form of a School or House assembly or a short act of worship conducted under the guidance of the pastoral tutor or class teacher as appropriate. Each member of staff is committed to the development of the Catholic ethos of the school. The Governors remind parents of their right to withdraw their children from religious education and worship. Parents are also reminded, however, that the school exists to provide a Catholic/Christian education for its pupils and therefore parents are expected to be in sympathy with its aims and objectives.

SEX EDUCATION

Education on sexual matters will include both the moral and physical aspects of this topic and will be covered in Religious Education and Biology lessons where appropriate, in a suitable context and within the general religious and moral attitude of the school. It provides knowledge about the processes of reproduction and the nature of sexuality and relationships. It encourages the acquisition of attitudes which allows students to manage their relationships in a responsible and healthy manner. Parents may withdraw their children from all or part of the sex education provided.

IN THE CLASSROOM

In common with most Comprehensive Schools, St Thomas More provides a broad curriculum for all with an increasing element of personal choice offered as pupils become older.

Each department offers a range of courses that are adapted to suit the varying abilities of pupils and uses a variety of teaching styles to suit the objectives of the lesson. During the course of the school week 25 hours are spent on departmental teaching and a further 2hr 20 mins on pastoral duties and PHSE.

Careers Education is an integral part of the school's pastoral programme and is delivered across all year groups. Action Plans are introduced in Year Seven and concluded in Year Eleven with an individual interview with a our Careers Advisor. In the summer of each year, Year Ten students are given the opportunity of a work experience placement as an introduction to the world of work. The school is delighted to acknowledge its strong links with industry and commerce, essentially with the local employers through whom the majority of work experience placements, including those undertaken during Year Twelve, are arranged.

KEY STAGE 3

All pupils study a broad range of subjects including:

English	Design Technology
Chemistry	Physical Education
Mathematics	Information Technology
Physics	Art
Religious Education	Music
French and German	Geography
Biology	Drama
History	PHSE and Citizenship

In Year Seven pupils are banded according to their ability, although the bands are not considered final as Year Seven is generally a diagnostic year. All pupils follow a common curriculum and their progress is carefully monitored so that banding can be adjusted at any stage. Pupils with specific learning difficulties are taught in smaller groups.

At the beginning of Year Eight pupils are banded according to their ability. In the subjects of English, Humanities, Mathematics, Science, Technology and Modern Languages students are placed into sets determined by their ability.

Year Nine sees a continuation of this organisation, leading to Key Stage 3 teacher assessment during the Summer term. In Mathematics in Year 9 pupils begin studying for their GCSE's.

KEY STAGE 4

In Years 10 and 11 pupils study subjects at greater depth. They follow a common core curriculum, but also choose from a list of optional subjects (Year 9 Options). Parents are closely involved in the option process. A parents' evening affords parents the opportunity of discussing children's potential with subject and careers staff.

All pupils study the following GCSEs:

Religious Education	Double Award Science or
English	3 Separate Sciences
Mathematics	

Pupils also study Physical Education, however will not sit an exam unless they also chose it as a GCSE option. Pupils then choose either Route A or Route B (see below).

Please note that the options listed below are subject to change. Pupils in Year 9 will receive an Options Guide in the Spring term which will confirm subjects available.

Following [KS4](#) most pupils choose to return to school to pursue Sixth Form Courses which lead to qualifications at GCE Advanced Level, National Diplomas and National Vocational Qualifications.

KS4 OPTIONS

ROUTE A

Pupils who choose this route select a vocational course (below) and three further GCSE subjects.

Option Block 1: Vocational Courses

Choose ONE Subject

BTEC Health & Social Care	BTEC Art
Digital Applications (ICT)	BTEC Sport
BTEC Business Studies	BTEC Engineering

Option Block 2: GCSE Courses

Choose ONE Subject

French	History
German	Geography

Option Block 3: GCSE Courses

Choose TWO Subjects

Triple Award Science	German	Music
Child Development	Business Studies	History
Creative Studies	Textiles Design	Art
Product Design	BTEC Sport Studies	Drama
BTEC Business	Computer Science	PE
BTEC Engineering	Engineering	French
BTEC Health & Social Care	Geography	Food

ROUTE B

Pupils select four GCSE subjects.:

Option Block 1: GCSE Courses

Choose ONE Subject

French	German
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Option Block 2: GCSE Courses

Choose ONE Subject

Geography	History
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Option Block 3: GCSE Courses

Choose TWO Subjects

Triple Award Science	German	Music
Child Development	Business Studies	History
Creative Studies	Textiles Design	Art
Product Design	BTEC Sport Studies	Drama
BTEC Business	Computer Science	PE
BTEC Engineering	Engineering	French
BTEC Health & Social Care	Geography	Food

THE 6TH FORM

At St Thomas More Sixth Form, we pride ourselves on our commitment towards providing the best opportunities possible for our pupils post 16. A comprehensive range of Advanced Level courses is available including:

Art and Design
Biology
Business Studies
Chemistry
Computer Science
Design and Technology –
Graphic Products with Materials Technology
Drama and Theatre Studies
English Language
English Literature
French

German
Geography
History
Mathematics
Further Mathematics
Music
Music Technology
Philosophy and Ethics
Physics
Physical Education
Psychology

We have high expectations of all our pupils, regardless of background or academic ability, and strive to ensure that individuals reach their true potential. We therefore also offer Vocational Courses including:

BTEC Sport
BTEC Engineering
OCR ICT
OCR Business
OCR Health and Social Care

Applied A & AS Level Qualifications (equivalent of up to 2 A Levels)

Art & Design
Information Technology
Science

Additional Advanced Level Courses

Extended Project Qualification (EPQ)
Core Maths

A brochure outlining Sixth Form opportunities is supplied to all pupils in Year Eleven, or by contacting the School Office.



AN ENRICHED CURRICULUM

Although the essence of what is taught is found in the classroom, we also offer pupils a comprehensive range of extra curricular activities designed to enrich learning.

Opportunities abound to take part in a wide range of sporting activities, either for the sheer joy of playing or in friendly competition. Our school has an enviable record of county and national sporting honours. Our sports provision includes soccer, cricket, athletics, netball and badminton with a strong emphasis on team games. Individual sports offered outside normal school time include football, athletics, rugby, badminton, netball and basketball.

We have a range of playing surfaces, Sports Hall, Gymnasium and Dance/Drama Studio. Specialist Physical Education staff hold formal coaching qualifications in football, cricket, badminton, swimming, volleyball and netball, with individual qualifications in skiing and trampolining. Our sports hall is a full sized facility capable of offering a greater number of indoor sporting activities to our pupils e.g. short tennis, table tennis, cricket, five-a-side football, badminton, basketball, judo, hurdles, climbing wall and high jump. This facility also enables increased community use of our provision. In addition the Fitness Centre is available at a much reduced price to members of the Sixth Form.

A wide selection of clubs and societies, many of which are led by teaching staff at lunchtimes as a personal contribution to the well-being of students, offer the chance to develop personal interests as well as enjoy to the full the community life of the school.

Clubs currently on offer include the following:

Athletics Club, Basketball Club, Football Club, Netball Club, Rugby Club, Drama Club, Senior and Junior Choirs, Orchestra, Jazz Band, String Group, Guitar Club, Maths Club, Folk Club, Badminton Club, and Table Tennis Club.

A recent and exciting development in the pastoral programme encourages each pupil, under the guidance of a co-ordinating teacher, to take full advantage of the many opportunities available within and outside school to participate in a range of activities designed to enrich the life of the individual. Through a regular process of recording and review, these experiences contribute to the overall development of our pupils.

An imaginative programme of educational visits and exchanges to the French and German speaking countries of Europe is specifically designed to enhance foreign language learning.

Closer to home, each pupil is able to participate in our popular programme of outward bound weekends which offer challenge, excitement and a great deal of pure fun!

Many societies and activities are supported financially by the school and we do encourage parents and friends to support our various fund-raising efforts through which these necessary funds are augmented.

St Thomas More School has a growing reputation for the excellence of its public performances. Our performing arts productions combine the very best of music, drama and dance supported by technical support which is second to none.

ESSENTIAL INFORMATION

SCHOOL UNIFORM

The wearing of school uniform is compulsory. Blazers must be purchased from Emblematic, the schools chosen supplier, details of which are available from school. You will receive a catalogue and information from school outlining the process for ordering uniform items. Every article must be clearly marked with the owner's name.

YEARS 7 - 11

Girls

- * Blue Kilt or Harrow Grey Trousers
- * Blue revere blouse
- * Royal Blue Blazer with School Badge
- * Navy Blue Jumper
- * Navy Blue, Black or Grey Overcoat
- * White / black socks. Black or flesh coloured tights, not patterned.

Boys

- * Black Trousers
- * Blue Shirt & Tie
- * Royal Blue Blazer with School Badge
- * Navy Blue Jumper
- * Navy Blue, Black or Grey Overcoat
- * White / Black socks

All Students

- * Sensible black shoes, no boots
- * School Hat (optional, no other hat may be worn, available from school)

Please Note:

- * **Neither the jumper nor the coat must be worn instead of the blazer, only as an addition. They are not compulsory, but no other jumper or coat can be worn.**
- * **Kilt must be worn to knee length.**
- * **Earrings / Jewellery, with the exception of a watch, may not be worn in school.**
- * **Extreme haircuts or colours are not acceptable.**



PHYSICAL EDUCATION

All pupils take part in Physical Education lessons. They are excused only on medical grounds; written confirmation is always required by the school. Our new PE Uniform will be optional for 2018 - 2019, however from September 2019 this kit will be compulsory. Further details of the PE Uniform can be found on our school website.

Girls

- * White Polo Shirt
- * Navy Sweatshirt
- * Navy Shorts
- * White Sport Socks

Boys

- * White Polo Shirt
- * Navy Sweatshirt
- * Navy Shorts
- * Navy Sport Socks
- * Navy/Royal AKOA Rugby Shirt

YEARS 12 - 13

Girls

- * Black Skirt or Trousers
- * White Fitted Blouse
(can be worn outside of skirt or trousers)
- * Black Blazer with Discrete School Initials
- * Maroon Jumper
- * White / black socks. Black or flesh coloured tights, not patterned.

Boys

- * Black Trousers
- * White Shirt & Tie
- * Black Blazer with Discrete School Initials
- * Maroon Jumper
- * White / Black socks

All Pupils

- * Navy Blue, Black or Grey Overcoat. Logos (other than discrete, small logos) are not acceptable
- * Sensible black shoes, no boots

Please Note:

- * **Neither the jumper nor the coat must be worn instead of the blazer only as an addition. They are not compulsory, but no other jumper or coat can be worn.**
- * **Extreme haircuts or colours are not acceptable.**



STATIONERY, ETC

All pupils must provide their own pens, pencils, eraser and rulers. Parents are urged to provide their children with an English Dictionary, and also provide a French and German dictionary as appropriate. Pupils will require an approved calculator; these are sold in school. For some aspects of art work, craft, design & technology, pupils must have an apron or old shirt to protect clothing. All pupils must have a cookery apron and a basket or biscuit box to carry ingredients and dishes.

The library is open from 8.30am to 6.00pm (Monday to Thursday), and 8.30am to 3.40pm (Friday). All pupils have the privilege of using it as a lending library and a study area.

SCHOOL SESSIONS & HOLIDAYS

The school day begins with morning pastoral at 8.45am. On a Monday, Wednesday, Thursday and Friday pupils break for lunch at 11.50am. Lessons resume at 12.50pm. The school day ends at 3.35pm. On a Tuesday there is an extended morning pastoral session meaning pupils break for lunch at 12noon. Lessons resume at 1.00pm and the school day ends at 3.35pm.

JOURNEY TO SCHOOL

Scholars' buses are provided by the Local Education Authority for all pupils travelling from Dunston, Whickham, Sunniside, Chopwell, Rowlands Gill, Gateshead, Greenside, Crawcrook and Ryton. A scholars' bus is also available from Northumberland. Please contact the school for further details.



SCHOOL MEALS

Our catering service is run by our own dedicated staff and chef manager who provide meals in accordance with the National Nutritional Standards for lunches in secondary schools. Meals are cooked on the premises and are paid for by pupils on a daily basis using ParentPay. Those pupils who wish to bring packed lunch may do so. Breakfast club will be available from 7.30am every morning in the dining hall..

In cases of financial hardship, the Local Authority will assist parents by providing free meals. Application forms are available from the Welfare Benefits Section of Gateshead Council.

ABSENCE

Any pupil who is absent from school, even for half a day, should bring a letter from his or her parents.

Number of pupils of compulsory school age on roll for at least one session	1242
Percentage of authorised absences	4.42%
Percentage of unauthorised absences	0.39%

EXTENDED SCHOOLS

Government research has shown increasingly strong evidence for the positive impact of extended services on children's motivation, behaviour and engagement with learning. At St Thomas More school we will deliver extended school services in a range of ways to satisfy what our parents have requested after detailed consultation.

There are a huge range of activities available to pupils after the school day ends; sports clubs, drama, choirs and music. We are also using an external provider to deliver sessions which are not part of our school curriculum. For these there is a small charge.

To support our parents there are also a number of evening classes delivered by staff where parents will be given the opportunity to learn how to help their children in a range of subjects.



EXAMINATIONS & ASSESSMENTS

It is the policy of the School that all pupils are regarded as candidates for Key Stage 4 GCSE or equivalent examinations. Final decisions on examination entry at Key Stage Four and Sixth Form are made on the recommendation of the Head of Department in any given subject.

KS3

In 2014 the Department for Education stated that, 'assessment levels have now been removed and will not be replaced'. In place of National Curriculum Levels schools now have the freedom to develop their own means of assessing pupils' progress towards end of key stage expectations.

In light of these recommendations we have reviewed our assessment procedures across Key Stage 3 and developed Progress Ladders for each subject area. These Progress Ladders are based on the Key Stage 3 National Curriculum, GCSE specification and our local curriculum design. Furthermore through links with our primary feeder schools we have ensured that the criteria and curriculum content is fully joined up between Key Stage 2 and Key Stage 3.

Progress Ladders are an integral part of teaching across Key Stage 3 and are used at the end of each module to enter a summative level for pupils. Our main aim when using Progress Ladders is to help pupils understand where they are, where they want to be and what they need to do to get there.

As a strategy to monitor progress and differentiate materials for pupils we ask staff to breakdown their assessment by using an a, b or c. This indicates the level of differentiation or scaffolding required to enable a pupil to work within the criteria of the given level. We break this down in the following way:

- A - the pupil is working with autonomy
- B - the pupil requires occasional scaffolding to access the material
- C - the pupil requires significant scaffolding to access the material

As scaffolding is removed the sub-level awarded changes. When the class moves to a new topic, especially if it is one that is unfamiliar to the pupils, then it would not be unexpected for pupils who were autonomous in a level to require some scaffolding to get started, however it would be expected that pupils would return to autonomy very quickly.

There is an intrinsic link between departmental Progress Ladders and their curriculum planning ensuring that pupils are taught the precise skills they need to make rapid and sustained progress.

STM10

As a school we truly believe in the power of a growth mindset. As a strategy to promote this and work with pupils we have developed the STM10. We believe these are the ten key attributes pupils need in order to make progress. These ten attributes link directly to our school values and ethos and are something that all pupils become aware of throughout their time at St Thomas More.

KS4

Key Stage 4 builds on the progress pupils have made in Key Stage 3. Pupils are assessed using the new GCSE grading systems (1-9) throughout KS4. This is reported to parents together with grades for work ethic and behaviour every ten weeks. Parents can access this information through My Child at School.

Throughout Key Stage 4 parents are invited in to school for various information evenings and workshops to support pupils in their learning.

YEARS 12 & 13

During Years Twelve and Thirteen, pupils are presented for an extensive range of examinations under arrangements made with Examination Boards.

The following pages outline the exam results for the academic year 2017 - 2018

GCSE Examinations (KS4)
A & AS LEVEL GCE

EXAMINATION RESULTS JULY 2017

We are extremely proud of the achievements of our pupils this year.

GCSE

At GCSE 47% of Year 11 achieved grade 5 or above in both Mathematics and English, and more than 70% secured a grade 4 in both subjects. Pupils achieved highly in Religious Studies, an area we are particularly proud of, with 78% achieving a grade 5 or above and 38% achieving a grade 7 to 9. Our number of grade 9s stands at 91 across the school, with 11 of our pupils achieving grades 8 or above in all of their subjects. Special praise must go to those pupils who averaged grades A / A* or 9 - 7 across all of their subjects - an accomplishment achieved by 22% of our pupils.

A Level

Key Stage 5 results continue to demonstrate the success of our curriculum - ensuring that all pupils have a pathway to further education, employment or training. Our average A Level grade continues to be high, currently sitting at B-, with 100% pass rate across our suite of A Level Qualifications. We continue to do exceptionally well with Applied General Qualifications with 93% of grades at Distinction or above. 95% of UCAS progression was successful, with 41% of pupils moving on to Russell Group Universities including 3 medics and 2 Oxford placements.



GOVERNORS' POLICY ON BEHAVIOURAL STANDARDS

The Governors at St Thomas More School wish to maintain the highest standards of civilised behaviour in the school. In achieving this end the Governors seek the support of parents and carers for the Head Teacher and Staff.

The Governors wish all parents and guardians to know that they expect the Head Teacher and staff to maintain a caring atmosphere in the school where the pupils can feel happy and secure and work to the best of their ability. The Governors believe that this atmosphere presently exists in the school, which is free from the misbehaviour mentioned below.

The Governors believe that the school is blessed with caring parents and guardians and well-behaved, well maintained pupils. The school policy is to encourage this positively by encouragement, praise and example.

The Governors believe that, in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is essential. It seeks to create a caring and learning environment by:

- Promoting excellent behaviour and discipline
- Promoting self-esteem, self-discipline, respect for authority with relationships based on mutual respect
- Encouraging consistency of response to both positive and negative behaviour
- Providing a safe environment free from disruption, violence and bullying
- Supporting the Head Teacher and Staff when faced with challenging behaviour
- Encouraging a positive relationship with parents and carers to ensure that they play their part in the implementation of the school's policy and procedures

However, the Governors wish to emphasise to all parents and pupils that failure to conform to the high standards, expected of all pupils, may result in permanent exclusion by the Head Teacher. For example, if a pupil:

- Swears intentionally at a member of staff;
- Absolutely refuses to conform to reasonable requests by a member of staff;
- Makes a malicious allegation against a member of staff;
- Makes an unprovoked physical assault on another member of the school;
- Takes up an inordinate amount of staff time dealing with his or her misbehaviour;
- Misbehaves in any way while on the Head Teacher's report;
- Is involved in the bullying of another pupil;
- Is involved with illegal, non-prescribed drugs, or those substances referred to as "legal highs", during the school day. This includes being in possession, supplying or using drugs;
- Brings an offensive weapon to school;
- Is in possession of pornographic material or is involved in inappropriate sexualised behaviour;
- Uses social networking media inappropriately with respect to the school or its members;
- Persistent truancy.

The list above provides examples for which permanent exclusion may be deemed appropriate, however it is not possible to foresee all possibilities and permanent exclusion may result from any similar serious misdemeanour. It is our wish that parents understand the importance we place on high behavioural standards and support us in our determination to maintain them.

CURRICULUM COMPLAINTS

STAGE 3 (FORMAL)

Every school has to provide parents with the opportunity to raise concerns about curriculum related matters. The school has adopted the following arrangements to enable parents to exercise this right:

If you are still not satisfied, the matter will be referred to the LEA designated officer (except in the case of Religious Education) who will refer the matter finally to the panel of LEA members. The Head Teacher will give you details on how to do this.

STAGE 1 (INFORMAL)

Concern expressed by parents can be discussed with those directly involved, i.e. Teacher/Head Teacher.

STAGE 4 (FORMAL)

If the complainant is still dissatisfied, the complaint may be referred to the Secretary of State for their consideration.

STAGE 1 (FORMAL)

Written letter to the Head Teacher.

STAGE 2 (FORMAL)

If the matter is not fully resolved, it may be referred to the Governing Body for their consideration.

You may contact the Governing Body through the Correspondent, name and address available from the Head Teacher. This complaint must now be put formally in writing stating:

- (i) The nature of the complaint;
- (ii) The name of the pupil involved;
- (iii) The class or group to which the pupil belongs.

PUBLIC ACCESS TO DOCUMENTS

Under the Education (School Curriculum and Related Information) Regulations, 1989, the Head Teacher is required to make available information relating to the curriculum provision of the school. Relevant documents may be seen and acquired at the school on request to the Head Teacher.

GOVERNORS' CHARGING & REMISSIONS POLICY

INTRODUCTION

The Governing Body recognises the valuable contribution that the wide range of additional activities, including clubs, trips and residential experiences can make towards the pupils' education.

The Governing Body aims to promote and provide such activities both as part of a broad and balanced curriculum for the pupils of the school and as additional activities.

CHARGES

The Governing Body RESERVES THE RIGHT to make a charge in the following circumstances for activities organised by the school:

A. EDUCATION DURING SCHOOL HOURS

1. Board and Lodgings

The Board and Lodgings elements of residential activities deemed to take place within school hours.

2. Individual Instrumental Tuition

The cost to the pupil for providing individual instrumental tuition.

3. Charging in Kind

The Governing Body may charge for ingredients and materials for some subjects, or require them to be provided, if the parents have indicated in advance that they wish to own the finished product.

4. Examination Fees

The Governing Body may make a charge for the cost of entering the pupil for examination where the pupil has not been prepared for the prescribed examination by the school, as they may for entries to non-prescribed examinations whether or not prepared by the school.

If the pupil fails, without good reason, to complete the examination requirements for any public examination for which the school has paid (or is liable to pay) any fee, then the Governing Body may recover the fee from the parent.

B. EDUCATION OUTSIDE SCHOOL HOURS

1. Board and Lodgings

The Board and Lodging elements of activities that are provided:

- a) To fulfil any requirements specified in the syllabus for a prescribed public examination,
- b) Specifically to fulfil statutory duties relating to the National Curriculum, or
- c) Specifically to fulfil statutory duties relating to religious education.

B. EDUCATION OUTSIDE SCHOOL HOURS (CONTINUED)

2.Optional Extras

The full cost of each pupil for activities deemed to be optional extras taking place outside school hours.

C. GENERAL

1.Amendments

The Governing Body may from time to time amend the categories of activity for which a charge may be made.

2.Voluntary Contributions

Nothing in this policy statement precludes the Governing Body from inviting parents to make voluntary contribution towards the cost of providing education for pupils.

REMISSIONS

1.Income Support and Family Credit

Where the parents of a pupil are in receipt of Income Support or Family Credit, the Governing Body will remit in full the cost of board and lodgings for any residential activity that is organised for the pupil if the activity is deemed to take place during school hours, or where it is provided to fulfil the requirements of a prescribed public examination, the National Curriculum or statutory duties relating to religious education.

2.Family Hardship

Where there are cases of family hardship which make it difficult for parents to provide specialist items of uniform and for pupils to take part in particular activities for which a charge is made, the Governing Body may remit all or part of this charge at the discretion of the Head Teacher.



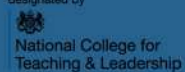
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