



ST THOMAS MORE

CATHOLIC SECONDARY
SCHOOL AND SIXTH FORM



It is my great honour and privilege to be the Head Teacher of St Thomas More Catholic Teaching School. Our school is built on Christian values that are lived out daily and inspire the warmth, kindness and happiness that are such an obvious characteristic of the school.



I know that choosing a secondary school for your child is one of your most important decisions as a parent or guardian. In deciding where to send our sons and daughters we must weigh up various considerations, but chief amongst these are two questions: will my child be happy at this school? And, will they succeed here? Our aim through this Open Evening is to answer both those questions with a resounding YES.

The key to children being happy at school is that they feel safe and secure; that teachers want to get to know them and understand their unique characters; and that they know it is our mission to support them as they make the most of their God-given talents. We at St Thomas More School take these responsibilities very seriously. We understand that we are fulfilling a very special role in the forming of our young people into a voice for good in the world, and having experienced the love that is at the core of Catholic education are equipped to face the challenges of life with purpose, intelligence and moral values.

Students of all abilities achieve very highly at St Thomas More and we are proud of our first class track record of academic success and progress for all. We strive for excellence and develop in our young people a self-belief and confidence that allows them to achieve exceptionally well in exams. Not all students find learning easy and we have a very proud tradition of developing the strengths and talents of all children so that they can be the very best that they can be.

I am blessed to have a high quality team of committed and gifted teachers and support staff who all share my vision to see St Thomas More offering to every child the very best education available. I am privileged to work with some truly exceptional leaders who place the needs of students at the centre of every decision. Our pupils are also encouraged to develop their own leadership skills and we have an active pupil voice within the school.

We have very high expectations and insist upon impeccable standards of behaviour. Our students are required to dress smartly, be polite and courteous, and prepared to engage fully in their learning.

Our school is a vibrant, well-ordered and friendly environment. Our students are happy and confident; our staff are experts in their field. Together we work hard to make St Thomas More a truly excellent school.

I am delighted that you have chosen to visit our school and I hope that this evening will be the start of long and rewarding partnership.

Martin Bonner

Head Teacher

Fill your minds with everything that is true, everything that is noble, everything that is good and pure, everything that we love and honour, and everything that can be thought virtuous or worthy of praise

”

St Paul to the Philippians 4:8



ABOUT OUR SCHOOL

CHALLENGE

St Thomas More is here to serve the needs of all our students. As staff we continue to challenge each other by reiterating the reference point question:

“What is the very best we can do for our students?”

We have a relentless focus on providing:

- Exceptionally high levels of achievement and attainment. We consistently out-perform local and national targets.
- A welcoming, caring and nurturing environment. We celebrate difference and prize the unique.
- Dynamic, exciting and technologically enriched learning experiences. We serve our students and enjoy learning together.
- A vast and diverse range of opportunities. We believe that all are gifted and must be given every opportunity to grow.
- A culture which celebrates all achievements.
We embrace life as a gift.

OPPORTUNITY

With the bespoke curriculum that we offer, each student thrives both academically and socially, being offered a wide range of courses, clubs and opportunities. We are at the forefront of educational provision in terms of teaching styles, academic and vocational courses, work experience, resources and new technologies.

A CATHOLIC COMMUNITY

We are a vibrant and energetic school which prides itself on the welcome given to all our students from diverse backgrounds of faith, culture and race. Our community is rooted in prayer. We have a dedicated Prayer Room and full-time Lay Chaplain. Time is set aside for form classes to pray for and with each other. A key strength of our school is found in the values we hold as a community. These values are embedded in the Spiritual, Moral, Social & Cultural (SMSC)

essence of our learning environment. Our values are shared and owned by all, including students, parents and staff from non-faith backgrounds, with our fundamental Christian values of kindness, compassion, dignity and stewardship.

TEACHING AND LEARNING

Our teachers are enthusiastic and passionate and plan interesting lessons, communicating their passion for their subjects to the students. Imparting knowledge to students is our core purpose in lessons. Learning should be an enjoyable, exciting and worthwhile experience for all students; enabling them to develop socially and emotionally as well as preparing them for the world of work and further or higher education.

The emphasis is placed on the role of the form Tutor, who students meet twice a day. The Tutor acts as the primary advocate for their tutees, and is the person that parents/guardians will primarily have contact with to discuss their son/daughter's education.

Our purpose built ITC suites, drama studio, catering rooms, sports facilities and a new classroom block show the massive investment in the learning infrastructure.

Evaluating how well we are teaching and students are learning is done in a variety of ways including lesson observations, student forums and parental feedback. Student assessment data is analysed at regular collection points in order to provide the necessary support and challenge to students. Parents receive feedback in a wide variety of ways from electronic communication to face to face consultations as well as unscheduled bespoke meetings.

Students are arranged into year groups, led by Progress Co-ordinators who, along with very committed and experienced teams of form tutors, support, challenge and guide our young people in all aspects of their school life.

CELEBRATION

We place great importance on celebrating success. We believe that all students and staff have something to celebrate and of which to be proud. As a community, achievements are named and highly valued.

We expect positive behaviour. Tutor and year groups have celebration boards. We have half termly rewards assemblies and an annual Awards Evening, with a guest of honour and prize giving.



ENRICHMENT

At St Thomas More we are dedicated to the development of the whole person, to nurture the talents of our young people and to allow them opportunities to express themselves and develop their potential.

We offer a rich variety of extra-curricular activities and enrichment opportunities that complement what is being learnt in the classroom.

Our PE department offers a wide range of clubs and competitive fixtures. Our teams and individuals compete in and frequently triumph in local and national competitions.

Our Performing Arts department put on school shows of astounding quality. Students have the chance to perform in musicals, recitals and liturgies.

The creativity of our students is also nurtured within our Art and DT departments. Our annual Art Exhibition is a highlight of the school year with work of astonishing quality, showcasing the passion and gifts of our young artists. The More Car Racing Team enables students of all abilities and from differing backgrounds to come together and put into practice the skills they have developed in ICT, Design, Science, Technology, Business, Engineering and Maths.

Over the course of a typical year there are so many trips and visits that there is not enough room to list them all!

St Thomas More is outward looking; we encourage curiosity and seek out the spectacular. We challenge our young people to aim high and strive to live life to the fullest.

*The glory of God is
each person fully alive*

St Irenaeus





THE EMMAUS CENTRE

Our brand new purpose built Emmaus Centre opened in September 2019 and is a cutting-edge example of an individual student support centre which is designed to meet the needs of our current and future students, families and staff.

On the road to Emmaus Jesus walked beside his followers, teaching them and showing them the way. In our Emmaus Centre our mission is to follow His example and help students who need that little extra guidance and support in all aspects of their school life. We believe that all students have an equal right to the richness of life whatever their level of understanding, ability or need.

The Individual Needs Department deals with every student on an individual basis whatever their level of need, whether it be physical, academic, sensory or linguistic. We create a programme aimed at supporting the young person in their learning and where necessary call on the help of outside agencies.

The Pastoral Support Department works with students who may be experiencing difficulties pastorally or with behaviour. As a department we value each young person and work with them in removing any barriers to their learning. This can be done through one to one support or working as part of a group. We seek to forge effective links with parents and carers in a bid to offer support to all.

*I have come that they may
have life, and have it to the full.*

John 10:10



SIXTH FORM

At St Thomas More we believe that our Sixth Form offers a supportive, high quality caring, Christian environment.

We aim to provide a stable community and make every attempt to encourage all our students to reach their potential.

We seek to build excellent relationships between staff and students based on mutual respect and understanding.

We offer a wide range of subjects and take time to guide students into the appropriate combination of courses. We have high expectations and many of our students continue their education to University level.

We recognise that Sixth Form is an important stage in a student's life and we therefore offer many opportunities for the development of personal qualities and interpersonal skills through a varied enrichment programme.

We encourage a happy, purposeful atmosphere and hope our students find their time in the Sixth Form enjoyable, educationally challenging and profitable in many ways.

The Sixth Form environment is characterised by its sense of community and its individual care, guidance and support.

There is access to a range of bursary schemes.

Our Sixth Form Offers:

A caring Catholic community with excellent relationships, guidance and support

Relatively small teaching groups that promote good learning environments

Well qualified, experienced and committed teachers

A good choice of courses to meet student needs and career goals

Many opportunities to develop personal qualities, and interpersonal skills

Opportunities to contribute to wider community through a Programme of Community Service

Honest, objective advice, always given in the best interests of the individual student

A very high level of success in University entrance, Degree and Level 3 apprenticeships and career progression

Financial support through a Bursary is available both in Sixth Form and onwards to University (subject to eligibility)

Careers talks, visits and fairs to raise aspiration and engagement

A supervised Sixth Form Centre to smooth the transition to Post 16 studies and support with future pathways



OUR SIXTH FORM CURRICULUM

The Sixth Form curriculum is designed to accommodate a wide variety of students' needs.

The aim is that all students should select a course of study that will enable them to progress. Access to the appropriate Sixth Form courses is based on points accrued from GCSE grades and on individual departmental entry criteria. The curriculum is designed to develop students' abilities to the full.

Students may embark on KS5 courses either in a vast range of traditional subjects or in vocational subjects and BTEC courses, or a combination of both, as well as the Extended Project. In exceptional circumstances, to facilitate our Gifted and Talented students, some students may follow additional courses.

In the Sixth Form students are encouraged to take greater responsibility for their own work and learning in the technology rich Learning Centre specially designed for the Sixth Form students. They are encouraged to organise their own time in order to meet deadlines. An element of independent study time is built into every student's timetable. During this time students are expected to work in the newly refurbished leadership centre, specifically designed for Sixth Formers.

Personal, Social and Health Education Work from the main school programme is extended, developing themes to include Higher Education applications and careers education. In essence, the focus of the programme is about the development of personal and social effectiveness.

Students are encouraged to become involved in a variety of ways in supporting both the school and wider community, such as undertaking a Sports Leader's qualification, participating in Young Enterprise, Faith Ambassadors and Peer Mentors supporting individual departments or undertaking Community Service through volunteering or work experience in the community.





CURRICULUM

In developing a curriculum for St Thomas More Catholic Secondary School, reference has been made to National and local directives and documents issued by the Catholic Education Service, the Bishops' Conference and the Diocese of Northampton. The curriculum is based on and reaffirms the aims and values expressed in the school Mission Statement.

The curriculum is central to the process of education. It is the process by which the aims of the school are translated into the full network of learning experiences through which students are enabled to develop. We believe that the curriculum should be designed to offer high quality learning experiences to enable students to access a broad range of intellectual, personal, social, emotional and physical activities, to address the legal requirements of the National Curriculum in our Catholic school. The curriculum is designed to meet the needs of all our young people, so they are motivated and make the commitment to lifelong learning.

Curriculum Organisation

The school operates a 50 period fortnightly timetable.

Religious Education

Religious Education is implicit in every aspect of our school curriculum to reflect the ethos of the school; all students achieve academic qualifications in this area. The students in our school study Religious Education from Year 7 to Year 13.

In Year 7 to Year 9 the contact time for Religious Education accounts for 4% of total contact time and the students follow the Diocesan approved ICONS course.

In Year 10 and 11 Religious Education accounts for 10% of contact time with the vast majority of students achieving a GCSE in this subject.

Key Stage 3

All of the core and foundation subjects which form the National Curriculum are taught in Year 7, 8 and Year 9. This broad, balanced curriculum promotes equal opportunities for all students and there is provision to support those students who have special educational needs. Curriculum continuity is well established with feeder schools and transfer of information providing a smooth transition for students starting courses in Year 7. A small number of students with specific learning needs have additional access to literacy and numeracy classes.

Personal, Social Health Education and Citizenship are taught in specific Tutor sessions and as aspects of core subjects.



Key Stage 3 Curriculum – Subjects Studied

RE	Modern Language
English	Art
Mathematics	Music
Science	PE/Games
Geography	Design Technology
History	Information Technology
Rolling Pastoral Lesson	Drama

Currently all students study both French and Italian in Year 9.

Year 10/11: GCSE

The Key Stage 4 curriculum encompasses the 14-19 curriculum framework. This has enabled us to provide increased flexibility to meet the needs of individuals. The year group is split into two equal halves, which come together in option lines.

All Year 10 students will study the following subjects as their core curriculum to GCSE level:
Religious Education, English Language, English Literature, Maths, Science and ICT.

Non examination subjects include Personal Social Health Education and Citizenship, Physical Education, Careers Education and Work Related Learning.

There is considerable flexibility in the remaining 20% of the curriculum where students have the entitlement to choose additional GCSE and VGCSE subjects from:

Science (double and triple award), Food, Textiles, Media, Italian, Core Study French, History, Geography, Music, Drama, Art, PE, Business Studies, Resistant Materials, Graphics, Photography, Health and Social Care, Computer Science and Sociology. We also hope to extend the modern language selection in the near future to add Spanish.



REQUIRED SCHOOL UNIFORM

The school does not supply or hold stock of uniform it can be obtained only from Your School Uniform website at www.YourSchoolUniform.com

Boys

- Blazer with school crest*
- White shirt
- School tie*
- Black school crested jumper (optional)*
- Black trousers (**no stretchy or jean-style or skinny fit**)
- Black shoes (**canvas and trainer style shoes are unacceptable**)
- White polo-shirt with school crest (summer wear only)*
- Plain outdoor jacket or coat (no denim or hooded top or fleece like tops)
- A protective apron; strong shoes (for workshop use)

PE Kit - Boys

- | | |
|---|------------------------------------|
| • White PE shirt with school crest* | • Black shorts |
| • Trainers with white, clear or non-marking soles
(not black) | • White socks for PE |
| • Football boots | • Black rugby/football socks |
| • Black and gold hooped rugby shirt with school crest* | • Black jogging bottoms (optional) |
| | • Towel |

Girls

- Blazer with crest*
- St Thomas More Black school skirt with crest*
- Black school trousers (**no stretchy/ jean-style/skinny fit or rolled up trousers**)
- White shirt
- School tie*
- Black school crested jumper (optional)*
- Normal coloured tights or white socks
- Sensible Black shoes (**fashion, canvas, sandals, boots and trainer style shoes are unacceptable**)
- White polo shirt with crest (summer wear only)*
- Outdoor clothing - plain jacket or coat (no denim or hooded top or fleece like tops)
- A protective apron; strong shoes (for workshop use)

PE Kit - Girls

- | | |
|---|------------------------------------|
| • White PE shirt with school crest* | • Black shorts |
| • Black fleece top with school crest* | • Black jogging bottoms (optional) |
| • Trainers with white, clear or non-marking soles
(not black) | • Black/white sports socks |
| • Football boots (for seasonal use) | • Towel |

***must be bought from the online school supplier**



THE CURRENT STOCK SIZES AND PRICE LIST IS AS FOLLOWS

Description	Colour	Sizes	*Price
St Thomas More skirt with crest	Black	Waist: 22, 24, 26, 28	£10.00
		Waist: 30, 32, 34, 36	£13.20
St Thomas More Boys Blazer with embroidered logo	Black	30, 32, 34, 36	£19.95
		38, 40, 42, 44, 46, 48, 50, 52	£24.95
St Thomas More Girls Blazer with embroidered logo	Black	4 (chest 26), 6 (chest 28), 8 (chest 30), 10 (chest 32), 12 (chest 34), 14 (chest 36)	£19.95
		16 (chest 38), 18 (chest 40), 20 (chest 42), 22 (chest 44), 24 (chest 46)	£24.95
St Thomas More Knitted V Neck Jumper with embroidered logo	Black	30	£16.95
		32, 34	£18.95
		36, 38	£20.95
		40, 42	£22.94
		44, 46	£24.95
St Thomas More PE Fleece with embroidered logo	Black	9/10, 11/12, 13	£11.25
		S, M, L, XL, XXL	£16.95
St Thomas More PE T-shirt with embroidered logo	White	9/10 (30, 11/12 (32)	£4.95
		S, M, L, XL	£5.95
St Thomas More Rugby Top with embroidered	Black and Gold	30/32, 34/36	£15.95
		38/40, 46/48, 50/52	£21.54
St Thomas More Summer Polo Shirt with embroidered logo (smaller sizes)	White	5/6, 7/8, 9/10, 11/12	£7.50
St Thomas More Summer Polo Shirt with embroidered logo (adult sizes)	White	XS, S, M, L, XL, XXL	£11.24
Sports Socks	Black	S (11-13), M (1-5)	£4.60
		L (6-11)	£5.94
St Thomas More Tie	Custom	52 inch	£6.95

Postage and packaging may be charged on top of this. Prices and availability may be subject to change.
Items without the school logo are also stocked.

*Prices as at April 2019



Jewellery

- Studs **only** may be worn; **one** in each ear – small, plain gold or silver
- Earrings or valuable jewellery are not to be worn
- **Neither nose studs nor any other form of body piercing is allowed**
- All jewellery worn to school is at the owner's risk
- **The school does not accept any responsibility for any jewellery lost or stolen**
- Shoes with stiletto heels will not be tolerated in school under any circumstances as they can cause damage to floors
- Trainers should be worn only outside for games or PE – nowhere else
- Outdoor clothing should not be worn in classrooms or in the Library

Hair

- Extreme hairstyles - shaven patterns, dyed hair, extremely short hair are not acceptable

Make-up

- Make-up is acceptable, providing it is discreet and reasonable
- No nail varnish

In all cases of school uniform, jewellery, make-up and hair, the school will determine what is reasonable and what is not.

Money and Valuables

Substantial sums of money and articles of value should never be brought to school. The school cannot accept responsibility where this rule is ignored.

Mobile Phones





We understand that some students may have mobile phones in their possession for emergency contact with parents / carers and for travel purposes. However, they are not allowed to be seen or heard anywhere on the school premises. This includes speakers and headphones.



PARENTAL COMMUNICATION

At St Thomas More our aim is to improve the efficiency of our communication, by reducing our use of postal mail and increasing our use of email is one of our key aims.

Benefits include reducing the schools carbon footprint, saving money and being able to communicate quickly and effectively.

SYSTEM	WHAT IT'S USED FOR	
FIREFLY 	This is a learning platform offering access to:	There is also other information for parents and students regarding:
The School's Virtual Learning Environment (VLE). This can be accessed via school website or App	<ul style="list-style-type: none">• Homework tasks• Learning resources• Extra challenging activities	<ul style="list-style-type: none">• Prayer Room• Learning Resource Centre• Careers• Internal examination information
MCAS (My Child At School) 	Sharing information regarding your child's:	
This is accessed via a web portal or App. This is our parent information portal	<ul style="list-style-type: none">• Attendance• Parents evening bookings• Updating contact details• Assessment and reports	<ul style="list-style-type: none">• Exam timetables• School timetables• Teaching staff• Receiving texts and emails
EMAILS 	Communicating information with parents and carers. The types of information shared includes:	
Accessed both via MCAS and personal email accounts.	<ul style="list-style-type: none">• General information• Updates and opportunities	<ul style="list-style-type: none">• Information about sanctions and consequences
SMS 	Communicating urgent information with parents and carers. The types of information shared using SMS message includes:	
Text messages sent directly to your mobile phone. Method of sharing urgent information with parents and carers.	<ul style="list-style-type: none">• Lateness• Urgent information or reminders	<ul style="list-style-type: none">• Uniform• Behavior, including praise

*we rely on parents and carers to ensure we always have up to date contact information so that we can ensure you are kept informed.



SCHOOL TERM DATES

ACADEMIC YEAR 2020 – 2021

<u>Term 1</u>	INSET day INSET day <i>School opens to students in Years 7, 8, 9, 12 *</i> <i>School opens to students in Years 10, 11, 13 *</i> Last day of term for students INSET day	Thursday 3rd September 2020 Friday 4th September 2020 Monday 7 th September 2019 Tuesday 8 th September 2019 Thursday 22 nd October 2019 Friday 23rd October 2020
Half term break		
	School opens to students INSET day Last day of term for students	Tuesday 3 rd November 2020 Friday 27th November 2020 Friday 18 th December 2020
Christmas break		
<u>Term 2</u>	INSET day School opens to students Last day of term for students	Monday 4th January 2021 Tuesday 5 th January 2021 Friday 12 th February 2021
Half term break		
	School opens to students Last day of term for students	Monday 22 nd February 2021 Friday 26 th March 2021
Easter break		
<u>Term 3</u>	School opens to students Bank holiday Last day of term for students	Monday 12 th April 2021 Monday 3rd May 2021 Friday 28 th May 2021
Half term break		
	School opens to students Last day of term for students	Monday 7 th June 2021 Friday 22 nd July 2021

* Please note the staggered returns for students



ATTENDANCE INFORMATION

This record is for students of compulsory school age.

For Academic Year 2018/2019

Numbers of students of compulsory school age: 878

Total Attendance	95%
Authorised absence:	3.1%
Unauthorised	1.9%

BOARD OF DIRECTORS

The Directors have a responsibility for the general conduct of the school within a framework set by government legislation and the policies of the Diocese. The Head Teacher, who is also a Director, is responsible for the organisation and management of the school.

PARENT TEACHER ASSOCIATION

This association brings together parents of students and staff of our school.

Membership of this organisation extends automatically to parents of students and staff within the school. In addition to forging closer links by a number of social activities, the P.T.A. has for a number of years been of great value in raising extra funds for the school.

By introducing new members, the P.T.A. will continue to thrive and if you are interested in becoming involved please contact the school directly via Mrs Claxton: mclaxton@stm.beds.sch.uk



EXAMINATION RESULTS

The policy of the school is that any pupil who attends an examination course and follows the programme diligently will be entered for the examination. We reserve the right not to enter pupils who have not applied themselves or who have failed to complete the coursework requirements in due time.

2019 GCSE RESULTS (YEAR 11)

There were 195 pupils at the end of Key Stage 4. Of these:

- 100% were entered for at least one qualification.
- 71% achieved a 9 to 4 grade in an English subject and 73% achieved a 9 to 4 grade in Mathematics.
- Overall 60% achieved a grade 9 to 4 in both an English subject & Mathematics.

Subject	9	8	7	6	5	4	3	2	1	U	9 to 7	9 to 4	9 to 1
English Language	9	10	21	23	32	36	47	15	4	0	21%	66%	100%
English Literature	4	13	18	22	42	27	37	22	10	0	17%	64%	99%
Mathematics	9	14	13	21	42	46	36	19	12	3	18%	73%	98%
Combined Science	0	0	7	11	42	39	27	15	3	0	8%	50%	100%
Biology	8	12	7	14	9	0	0	0	0	0	53%	100%	100%
Chemistry	8	10	10	15	6	1	0	0	0	0	55%	100%	100%
Physics	5	12	13	11	8	1	0	0	0	0	59%	100%	100%
Computer Science	0	2	1	4	3	2	5	11	8	0	8%	31%	95%
Geography	6	13	10	9	13	8	7	2	6	1	41%	84%	97%
History	4	6	5	8	7	6	12	5	3	2	25%	61%	95%
French	1	0	6	8	6	9	6	8	0	0	16%	68%	100%
Art & Design	3	2	3	2	10	5	3	1	0	0	28%	86%	100%
Art & Design Graphics	0	0	3	3	2	5	4	0	0	0	18%	76%	100%
Food Preparation & Nutrition	0	1	0	0	0	4	8	0	0	0	8%	38%	100%
Music	0	0	1	3	0	1	0	1	0	0	17%	83%	100%
Physical Education	1	1	3	5	4	2	9	0	0	0	20%	64%	100%
Religious Education	12	12	17	31	21	22	35	24	12	4	21%	59%	97%
Italian	5	9	1	1	6	7	7	1	0	0	35%	78%	100%
Polish	5	1	1	0	0	0	0	1	0	0	88%	100%	100%
Spanish	2	2	1	0	0	0	0	0	1	0	88%	88%	100%
Business Studies	0	5	14	13	11	10	8	5	2	0	28%	78%	100%
D&T Resistant Materials	1	2	2	4	1	7	14	7	2	0	13%	43%	100%
Media Studies	4	6	3	11	2	8	3	6	0	1	30%	77%	98%
Sociology	0	3	5	6	4	5	2	2	0	0	30%	85%	100%

Subject	A*	A	B	C	U	A* to A	A* to C	A* to G
ICT	0	1	6	22	166	1%	15%	15%



Subject	*2	D2	M2	P2	D1	M1	P1	U	*2 to D2	*2 to M2	D* to P2	D* to M1
Health & Social Care	0	6	6	9	4	1	0	1	22%	44%	77%	96%
Performing Arts	2	3	6	18	6	0	0	0	14%	31%	82%	100%

2019 A LEVEL RESULTS (YEAR 13)

There were 78 students at the end of two years of study.

The overall Average Point Score per Candidate is 101.2.

The overall Average Point Score per Entry is 30.3 (C)

Subject	A*	A	B	C	D	E	U
English Literature	0	1	4	2	2	1	1
Mathematics	1	3	3	3	6	3	3
Further Mathematics	0	1	0	0	1	0	0
Biology	0	2	3	6	1	0	1
Chemistry	0	4	1	2	1	0	0
Physics	2	1	1	4	2	1	1
Geography	3	2	4	0	3	2	2
History	0	1	3	2	1	0	0
French	0	1	0	0	2	1	1
Italian	0	0	2	0	0	0	0
Polish	0	0	1	0	0	0	0
Spanish	0	0	0	0	0	1	0
Art & Design	0	0	4	2	1	0	1
Art & Design: Textiles	0	0	1	2	0	0	0
Business Studies	0	1	3	10	1	1	1
D&T: Product Design	0	0	0	2	3	1	0
English Language	0	1	3	4	4	1	1
Media Studies	0	0	3	2	2	0	1
Music	0	0	0	0	1	2	1
Psychology	0	0	3	3	0	0	0
Religious Studies	1	1	2	2	1	3	0
Sociology	0	0	1	4	0	1	1

Subject	D*	D	M	P
BTEC Business (1)	0	4	1	4
BTEC Health & Social Care (1)	0	1	5	0
BTEC ICT (1)	0	7	4	2
BTEC Sport (1)	1	1	3	0

Subject	DD	DM	MM	MP	PP
BTEC Business (2)	3	3	1	1	0
BTEC Performing Arts (2)	3	1	0	0	0

ST FRANCIS OF ASSISI ACADEMIES TRUST

ADMISSIONS POLICY FOR 2020

Basic information

St Joseph's and St Gregory's Catholic Primary School, St John Rigby Catholic Primary School and St Thomas More Catholic Teaching School are part of the St Francis of Assisi Academies Trust (SFAAT) which is promoted by the Roman Catholic Diocese of Northampton

The Directors of the SFAAT are responsible for determining and administering the policy relating to the admission of pupils to the schools within the Trust. It is guided in that responsibility by the requirements of the law, the advice of the Duns Scotus Trust and the Diocesan trustee, and its duty to the schools and the Catholic community.

The schools primarily serve the parishes of: Holy Cross; St Joseph's; St Phillip and St James; Christ the King; Our Lady's, Kempston; St Francesca Cabrini; Sacred Heart and St Cuthbert and the whole of the Catholic community of Bedfordshire.

The Directors of the SFAAT have set its planned admissions numbers as:

- 60 pupils for St John Rigby Catholic Primary School
- 60 pupils for St Joseph's and St Gregory's Catholic Primary School
- 150 pupils in Year 7 for St Thomas More Catholic Teaching School

Parents living in Bedford Borough who wish to apply for a place in the school for their child beginning in September 2020 must complete the paper version of the Local Authority application form or can apply on line at: www.bedford.gov.uk/onlineadmissions by no later than the dates to be confirmed by the Local Authority and in accordance with the co-ordinated arrangements. Parents who do not live in Bedford Borough should apply to the Local Authority in which they live. All applications will be considered at the same time.

Children with a Statement of Educational Needs naming the school will be admitted in accordance with Bedford Borough policy and regulations.

The Admissions Committee of the SFAAT Directors will consider all applications made in accordance with the criteria set out below without reference to the aptitude or ability of the child. All applications will be considered on an equal preference basis.

ADMISSIONS CRITERIA for ST JOSEPH'S & ST GREGORY'S CATHOLIC PRIMARY SCHOOL

In case of over subscription the Directors will give priority to children in the following order:

1. Children 'Looked After' and children previously 'Looked After' (see definitions)
2. Catholic siblings of children attending the school whose application is supported by their Parish Priest or a priest known to them
3. Catholic children from practising families from the parishes of Bedfordshire whose application is supported by their Parish Priest or a priest known to them
4. Catholic children from practising families from other parishes whose application is supported by a priest
5. Other Catholic children with proof of catholicity e.g. a baptismal certificate or evidence of enrolment on a catechumenate programme
6. Children attending St Joseph's & St Gregory's Nursery who will be of Reception age
7. Children of staff who have either
 - a. been employed at the school for two or more years at the time the application for admission to that school is made
 - b. or the member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage
8. Siblings other than Catholic attending the school
9. Children from other Christian denominations whose parents wish them to receive a Christian education whose application is supported by a Christian minister
10. Children from other faith backgrounds whose application is supported by their Faith Minister or leader
11. Any other children

ADMISSIONS CRITERIA for ST JOHN RIGBY CATHOLIC PRIMARY SCHOOL

In case of over subscription the Directors will give priority to children in the following order:

1. Children 'Looked After' and children previously 'Looked After' (see definitions)
2. Catholic siblings of children attending the school whose application is supported by their Parish Priest or a priest known to them
3. Catholic children from practising families from the parishes of Bedfordshire whose application is supported by their Parish Priest or a priest known to them
4. Catholic children from practising families from other parishes whose application is supported by a priest
5. Other Catholic children, with proof of catholicity e.g. a baptismal certificate or evidence of enrolment on a catechumenate programme
6. Children of staff who have either
 - a. been employed at the school for two or more years at the time the application for admission to that school is made
 - b. or the member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage
7. Siblings other than Catholic attending the school
8. Children from other Christian denominations whose parents wish them to receive a Christian education whose application is supported by a Christian minister
9. Children from other faith backgrounds whose application is supported by their Faith Minister or leader
10. Any other children

ADMISSIONS CRITERIA for ST THOMAS MORE CATHOLIC TEACHING SCHOOL

In case of over subscription the Directors will give priority to children in the following order:

1. Children 'Looked After' and children previously 'Looked After' (see definitions)
2. Children attending St John Rigby Primary School or St Josephs and St Gregory's Primary School
3. Catholic siblings of children attending the school whose application is supported by their Parish Priest or a priest known to them
4. Catholic children from practising families from the parishes of Bedfordshire, whose application is supported by their Parish Priest or a priest known to them
5. Catholic children from practising families from other parishes whose application is supported by a priest
6. Other Catholic children with proof of catholicity e.g. a baptismal certificate or evidence of enrolment on a catechumenate programme
7. Children of staff who have either
 - a. been employed at the school for two or more years at the time the application for admission to that school is made
 - b. or the member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage
8. Siblings other than Catholic attending the school
9. Children from other Christian denominations whose parents wish them to receive a Christian education whose application is supported by a Christian minister
10. Children from other faith backgrounds whose application is supported by their faith minister or leader
11. Children attending Scott Primary School
12. Children attending St James' VA Primary School
13. Any other children

If applying these criteria results in there being more children with an equal right to admission to the school than the number of available places, the tie break will be the distance the pupil lives from the school, measured in a straight line, using the Local Authority's computerised mapping system, with those living closer to the school receiving the higher priority. The Local Authority will measure the distance from the address point of the pupil's home to the following points on the school sites:

- St Thomas More – Front door (opposite Reception)
- St John Rigby – Front door
- St Joseph's & St Gregory's – Front door of the Lower Primary site

Priority will not be given within each criterion to children who meet other criteria.

Pupils who have a Statement of Special Educational Needs are required to be admitted to the school which is named on the statement, even if the school is full.

Priority will also be given to the admission of pupils in accordance with the 'Fair Access Protocol'.

In any situation where the application of the above criteria results in more children with an equal right to admission to the school than the number of available places, the tie-break will be made by a lottery. The names of all those with an equal right to admission will be allocated to numbered counters. These will then be drawn and the order in which they are drawn will give the order of priority for the allocation of the places available. The places will be allocated, in order, up to the number of places available. This process will be carried out under the supervision of an independent observer from Bedford Borough Council.

Transport

Generally as a parent or carer you are responsible for your child's journey to and from school. Bedford Borough Council provides free transport in certain circumstances. Please check the policy at www.bedford.gov.uk/schooltransport as it provides further information on the local authority's statutory duties and eligibility criteria.

Definitions

Catholic child

A Catholic child is a child baptised according to the rites of the Roman Catholic Church or a child enrolled in a catechumenate programme. Applications made on the basis of Catholicity must include a copy of the baptismal certificate or evidence of enrolment in a catechumenate programme.

Practising means attending Mass weekly for Roman Catholic families.

Children 'Looked After'

A child 'looked after' is a child who is (a) in the care of the local authority or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see Section 22(1) of the Children Act 1989).

Children previously 'looked after'

A previously 'looked after' child is one who immediately after being 'looked after' became subject to an adoption, residence or special guardianship order. An 'adoption order' is an order under section

46 of the Adoption and Children Act 2002. A 'residence order' is an order settling the arrangements to be made as to the person with whom the child is to live under section 8 of the Children Act 1989. Section 14A of the Children Act 1989 defines a 'special guardianship order' as an order appointing one or more individuals to be a child's special guardian (or special guardians).

Sibling

A sibling refers to a brother or sister, half brother or sister, adopted brother or sister, step brother or sister or the child of the parent / carer's partner, and in every case, the child should be living at the same address. The sibling must be in the school at the time of application and be likely to remain in the school at the proposed date of admission.

Home Address

A pupil's home address will be regarded as the address of the parents or carers with parental responsibility with whom the child normally lives. This will not usually include grandparents, aunts or uncles. Where a child spends time with parents at more than one address, the address used to allocate a school place will be the one at which the pupil is ordinarily resident and where the child spends the majority of the school week (Mondays to Fridays) including nights. If there is any query on the home address this will be checked against original official documentation e.g. council tax bill, a recent utility bill (gas, electricity or water), a rental agreement, child benefit annual statement or family tax credit information.

Christian

A "*Christian*" is a member of a Christian Church which is recognised as a full member of Churches Together in Britain and Ireland, or the Evangelical Alliance or, otherwise, which believes the Nicene Creed, at the time Governors make their decision on admissions. Proof of membership must be provided by the appropriate church leader.

Additional Information

Appeals

Parents/carers who may wish to appeal against non-admission will have the right of appeal to an **Independent Appeals Panel**. The decision of the Appeals Panel will be binding. Details of admissions and appeals arrangements will be published each year.

In Year Admissions

There is no longer a requirement on Local Authorities to co-ordinate in-year admissions although it is our understanding that Bedford Borough will continue to undertake this on behalf of all schools within the Borough. Any requests for admission into other year groups than the normal year of transfer should still be made directly to the Local Authority in the first instance.

BEDFORD
CATHOLIC
SCHOOLS
A TRULY UNIQUE JOURNEY

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