



ST. PHILIP HOWARD

CATHOLIC VOLUNTARY ACADEMY

#TeamSPH
Together on the Journey



St Ralph
Sherwin
Catholic Multi Academy Trust



Prospectus 2021/2022



St Ralph
Sherwin
Catholic Multi Academy Trust

At the Heart of the Community

St Philip Howard Catholic Voluntary Academy is an exciting place for our students to grow and develop, building an enriching love of learning and a spiritual outlook that they will carry with them through life.

Through a positive three-way partnership between, home, school and parish we aim to work together to ensure our children achieve their potential. SPH is part of the Ralph Sherwin Multi Academy Trust in the Diocese of Nottingham.

Our academies are special places where we get the chance to improve the lives of young people in a unique way every day. We develop young minds, helping every child aspire to achieve their best academically as well as focusing on the growth of character and the development of the whole person.

Working together across the Trust, each academy benefits educationally from the expertise within the Trust as a whole and practically from the services procured and provided centrally. By enhancing the links between secondary and primary schools we provide stable, challenging and consistent education through the phases to those pupils and families we serve. Our Trust was formed in September 2018 to preserve, maintain and develop Catholic education in the areas served by our academies and is one of four Multi Academy Trusts within the Diocese of Nottingham.

We are committed to providing the highest quality of education for every child and young person in our care, bringing together 25 schools from Derby City, Derbyshire, Staffordshire, Stockport and Nottinghamshire, 20 of which are primary and 5 are secondary. For us it is a wonderful opportunity, indeed a privilege, working with a team of over 1,200 staff and in excess of 200 volunteers to shape the future of Catholic education for more than 8,000 children and young people across the Trust.

Inspired by the life, message and example of Jesus Christ, and in the words of our patron, St Ralph Sherwin, doing this “today rather than tomorrow” is our aim, providing extensive continuing professional development for our staff to grow and develop so that, as role models to the children they teach, we encourage a culture of lifelong learning. We feel both excited and humbled to be chosen to lead our Trust and are dedicated to preserving and developing Catholic education in the areas served by our academies, providing the highest quality of education for every child and young person we serve.



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Welcome from the Headteacher

“Leaders have successfully
built a convincing vision and
the collective resolve
to ensure that pupils receive
the very best education.
This is a powerful and
effective strategy.”

– Ofsted, 2018



Mrs Morris
Headteacher



Mr Kays
Deputy Headteacher



Mr White
Assistant Headteacher



Miss Cox
Assistant Headteacher

St Philip Howard Catholic Voluntary Academy is an exciting place to be. We are proud of the achievements we have made since becoming an Academy and at all times strive to provide an excellent education for the pupils in our care. We work closely with all stakeholders to ensure that SPH is an inclusive and welcoming community.

Hopefully, this prospectus will provide you with a taster of what life is like at SPH. In addition, if you would like a tour of the school then please contact us where we will be happy to accommodate your request.

Best wishes,

L. Morris
Headteacher

Our School Day

Pattern of the School Day

8.30-8:45 Entrance

8:40-Year 7 St Marys Entrance

8:40-Year 8 Church Entrance

8:40-Year 9 Sunlaws Street Entrance

8:30-Year 10 Sunlaws Street Entrance

8:30-Year 11 St Marys Entrance

Registration & Assembly

9.00 Period 1

10.00 Period 2

Break 10:45-11:00-Year 7 and 8

11:00-11:15-Year 9, 10 and 11

11.15 Period 3

12.15-1:15 Lunch (To be reviewed at half term)

1.15 Period 4

2.00 Period 5

2.50 Year 7 and 8 Students dismissed in good order

3:00 Year 9 Students dismissed in good order

3.10 Year 10 and 11 Students dismissed in good order

Parent Pay

We operate Parent Pay enabling you to pay for your child's lunches, school trips and activities online. Once your child starts at SPH you will receive an activation code to Parent Pay.



www.sph.academy



Diocese of
Nottingham

The SPH Curriculum

St Philip Howard Catholic Voluntary Academy operates a wide-ranging and well balanced curriculum that has been especially tailored to reflect the individual learning styles, interests, aspirations and abilities of students.

The range of learning on offer encompasses the classic academic subjects, as well as the Arts, and utilises both GCSE and BTEC courses. This broad spectrum of options helps ensure that every child has the learning opportunity to reach their full personal potential within a happy, positive learning environment.

We operate a two week timetable and each school week comprises of 25 one hour lessons. We also operate specific targeted intervention groups for students who require extra input and these sessions can vary in length from a few weeks to the entire academic year.



“Leaders have a clear vision of how the curriculum can ensure that pupils are prepared well for the next stage in their education, employment and training.”

– Ofsted, 2018



Key Stage 3

Years 7, 8 and 9 are termed 'Key Stage 3'. St Philip Howard students study a wide range of subjects within KS3, including Religious Education, Maths, English, Science, Music, Art, Physical Education, Geography, History, Computer Science, Spanish, Food Technology, Design Technology, Drama and French.

In Year 8 & 9 students are grouped into ability with additional support provided for those who are identified as having special educational needs, while in year 7 pupils are taught in their form group. Where a student's SAT scores have been identified as below National Average for Maths and English at Key Stage 2, additional literacy and numeracy lessons are provided.

Key Stage 4

Years 10 and 11 are termed 'Key Stage 4'. The Academy provides a broad spectrum of subjects reflecting the wide range of personal interests, aspirations and needs of our students. However, all students study a common core of Religious Education, English, Maths and Combined or Triple Science, as well as participating in core PE.

During Year 9, the pupils will choose 3 subjects to specialize in along with the core subjects. This allows for them to tailor their curriculum to their own interests.

Our wide range of courses includes GCSEs in English, Maths, Double and Triple Science, Geography, History, Spanish, French, RE, Art & Design, Engineering, PE and Food Preparation & Nutrition. SPH also provides a number of vocational BTEC courses: Sport, Health and Social Care, and Performing Arts. The curriculum on offer to our pupils is reviewed each academic year.

Assessment & Reporting

Pupil performance and well-being are monitored regularly with both formal and informal assessment, as well as through professional observations by all staff within the Academy.

In Years 7, 8 & 9 parents receive an 'Academic Review' Three times a year, providing a clear picture of their child's progress against curriculum expectations for their phase in each subject.

In Year 10 & 11 parents receive an 'Academic Review' three times a year giving a clear picture of progress against their targets for each subject.

This comprehensive progress reporting is complemented by parent consultation events, which are held twice a year in Year 7 and 11, and once a year in other year groups.

They offer parents and carers the opportunity to find out how their child is settling in to life at St Philip Howard, as well as providing a one-to-one opportunity to discuss academic progress.



Our Pastoral Care

At St Philip Howard the Head Teacher is assisted in the planning and delivery of effective pastoral care by an experienced team comprising of the Senior Leadership Team, Pastoral Managers, Family Support Officer, Pupil Support Officer, the individual Heads of Year, SENCO and the Form Tutors.

The Form Tutors represent the primary point of contact at the Academy and will deal with the majority of questions or concerns that may arise. For more serious issues, the Head of Year is there to support you and your child, both in terms of their academic progress and for any significant pastoral issues that may arise. You can contact your child's Form Tutor or Head of Year by phone, email, letter or by adding a note in your child's planner.

The Pastoral staff should be kept informed about illness, absence or any change in home circumstances to enable them to pinpoint any need for additional support. From time to time the school will text or email parents with important information and therefore mobile phone numbers and email addresses should always be updated with the Academy.

Each Tutor Group will be assigned to one of the Academy's 'Houses'; Champion, Clitheroe, Fisher, Southwell and Sherwin, and will participate in Year Group assemblies and inter-house events within these groupings, strengthening the links with, and working with all members of the wider Academy community. Each Form will undertake a wide variety of House competitions throughout the year, and in particular inter-house competitions. Pupils can earn House Points, which not only attract personal recognition through the awarding of Credits and the like, but also contribute towards each House's total points for the year.





“ At SPH we look
after one another.”

– Pupil Voice

Form Time

Each student spends at least 15 minutes of every morning with their Form and Form Tutor. They engage in a variety of structured activities during this dedicated Form Time, including daily ‘Uniform and Equipment’ check which helps ensure the highest of personal standards are maintained.

An act of worship also takes place during this period and student also takes part in an assembly at least once a week.

There is a formal structure to form time, with activities ranging from quizzes to silent reading. It is also important therefore that they come equipped with a suitable reading book. This then allows the Form Tutor to focus on the tracking and monitoring of individual student’s academic progress through personal meetings, supporting the work of the Head of Year.

It is very important that every child is on time and present at every Form Period, as it is here that their daily attendance is officially registered and where they are given important messages and/or letters for parents or carers.

Tutor Groups

Upon joining the St Philip Howard family, each student is placed in a mixed ability Form Group and will be allocated membership of one of the schools Houses; Champion, Clitheroe, Fisher, Southwell and Sherwin. Each Form participates in Year Group assemblies. Your child will gain Credits through their efforts in curriculum time and through participating in extracurricular activities which will be recognised through the House system.

Peer Tutoring: ‘A Nationally Recognised Programme’

‘A Nationally Recognised Programme’ This invaluable scheme, which was introduced by the school in 2014, continues to go from strength-to-strength. It now comprises more than sixty Peer Tutors in Years 9,10 and 11, as well as eight peer trainers. The Academy works in close partnership with the University of the First Age (UFA) as part of its mentoring scheme. This national educational charity has provided extensive professional training, enabling St Philip Howard to deliver an excellent peer support programme. Fifteen minute sessions, hosted by the Year 9,10 and 11 peer tutors, are currently operating on two mornings each week with groups of Year 7 and Year 8 students. The peer tutors focus on a range of curriculum subjects, offering the students in their care closely focused one-to-one guidance that enhances their knowledge in an accessible, nurturing supplementary learning environment. In order to ensure the sessions are highly responsive to specific personal needs, there is currently no ‘set’ agenda for each of these meetings. Acting like big brothers and sisters, these peer tutors also offer emotional support and personal advice relating to a student’s school life; often issues that they may feel too foolish or embarrassed to discuss with an adult. This innovative net of peer support and encouragement has formed a fantastic addition to the academic and personal enrichment that St Philip Howard Catholic Voluntary Academy provides. The school has received a great deal of positive feedback from both parents, and the students themselves.

“ Leaders and teachers know
pupils and their families well.”

– Ofsted, 2018

Religion at St Philip Howard

The school holds an act of collective worship every day, either as a Form Group or within a larger Assembly. The academy celebrates Mass and regularly comes together for liturgies to celebrate occasions throughout the school year. Every St Philip Howard student participates in Religious Education consisting of five lessons over two weeks.



“The Catholic ethos permeates the school’s work and pupils have many opportunities to be involved in their community and to support those in need. Pupils fundraise; for example, the gratitude club raises funds for the less fortunate within the local area.”

– Ofsted, 2018



Religious Education

At St Philip Howard Catholic Voluntary Academy, we believe in the fundamental social, moral and spiritual values of the Catholic faith and this is reflected in our ethos. The predominantly Catholic background of our pupils is, of course, reflected in our teaching, not just of RE, but across the wider curriculum. However, we also respect the value of ‘spirituality’ irrespective of faith and introduce an awareness and understanding of other beliefs, denominations, and creeds within our community where appropriate.

The aim of this inclusive approach is to ensure pupils not only understand their own religion and its context, but also to instill an appreciation, tolerance and respect for the principles of others and their special ways and customs of worship.

A Rich Catholic Ethos

St Philip Howard is a special place: one where we worship collectively and celebrate collaboratively. We are unified as a Catholic school and a worshipping community that is guided by the values encompassed in the Gospels and the tenets of our church.

We are also fully committed to each Student and developing them as a ‘whole person’. We value each Student as a unique individual made ‘in the image and likeness of God’, nurturing not only their minds, but also their spiritual growth.

Our young people are the future of today’s Church and we work tirelessly to engage them in their own positive journey of faith through meaningful liturgy, daily collective worship, faith-based assemblies and retreat days, as well as through charitable projects which enable them to give service to the less fortunate. Students regularly attend mass and are encouraged to take part in the sacramental life of the Catholic Church through the Eucharist, Reconciliation and Confirmation.

At St Philip Howard we seek to develop responsible, caring, dedicated and loving people who make a positive contribution to society. The school fully respects the beliefs of parents and children of ALL denominations and faith backgrounds and encourages everyone to participate in the enriching and positive ethos of the school.

SEN Department

We are a strong caring team who pride ourselves on ensuring pupils are well supported, happy and achieve their potential. The aim of the department is to ensure the inclusion of all children, irrespective of need, into a mainstream educational setting. It also enables all young people to access the curriculum and to achieve their potential.





“ Leaders are now ensuring that special educational needs funding is more sharply focused on ensuring that eligible pupils make the progress that they should. ”

– Ofsted, 2018

The department offers:

- Specialist Teaching Assistants.
- Standardised ability and attainment assessments to establish literacy and numeracy skills and to inform provision.
- Small group interventions.
- Emotional Literacy sessions.
- Breakfast club.
- The Aspire Centre where vulnerable students, or those recovering from illnesses can be nurtured and cared for as they are integrated back into school on a full time basis.
- Accelerated Reading Scheme including sessions with Volunteer readers.
- Key Workers.

- SEN Pupil Passport.
- In-house assessments by the SENCO who is a member of the British Psychological Society and holds a Certificate in Competency in Educational Testing.
- Additional induction sessions, for vulnerable pupils in Year 6, over and above those organised by the Head of Year 7. This allows for a smooth transition into Year 7
- A caring, nurturing environment at break and lunch times.
- Homework club.

We work closely with outside agencies such as Educational Psychologists, Healthy Young Minds (CAMHS), EWO, Youth Team, Speech and Language therapists, family resource workers etc. to ensure we have relevant expertise available to assist all our students.

Teaching & Learning

It is our duty to provide a safe, caring, supportive and challenging environment in which students can achieve their full potential. We believe that our students should be given the opportunity to take responsibility for their own learning; be encouraged to embrace a 'growth' mind-set and learn to recognise that 'mistakes' are an intrinsic part of becoming a better learner.

High quality teaching and learning is at the heart of our whole curriculum and our outstanding team of teaching and support Staff provide high-quality learning opportunities for each and every student in our care.

At St Philip Howard Catholic Voluntary Academy, we place children at the centre of their own learning experience and place great emphasis on nurturing valuable life skills and attitudes such as resilience, articulation and collaboration so that they become highly ambitious, metacognitive, lifelong learners.

We promise to you that we will:

- Welcome each individual into an inclusive environment where the learning needs of every individual are recognised and supported.
- Provide a broad, creative and high-quality curriculum that gives all of our students the opportunity to become independent learners who take responsibility for their learning.
- Create an excellent learning environment which motivates, appreciates and celebrates effort and achievement.
- Challenge learners to be aspirational by ensuring learning is enjoyable.
- Nurture every learner to experience success.





Homework

The purpose of homework is to:

- Engage Students' in the background knowledge required for a topic before deeper study.
- Manage life skills such as time management and organisation.
- Consolidate knowledge and understanding.
- Extend learning beyond the classroom, for instance through additional reading and research.
- Help develop the confidence, motivation and skills required for independent learning.
- Develop positive and sustainable study habits, reflection and self-evaluation.

The Frequency and duration of homework:

For each year group, Homework is set regularly by their teachers using the student planner and VLE. However, some variation may occur during the course of the school year due to examinations and educational visits etc.

Homework helps to develop a positive attitude to study and forms an important part of The SPH Learning Journey.

Homework is set once a week as follows:

- Year 7 & 8 - each Homework piece will be between 20-40 minutes.
- Year 9 - each Homework piece will be between 30-50 minutes.
- Year 10 & 11 - each Homework piece will be between 30-60 minutes.

Every student has a planner which must be kept up-to-date. We ask parents to check and sign this every week to let us know they are aware of the work to be done. Parents can also access the VLE to check what Homework has been set for their child. Whether used for Homework or Classwork, planners and exercise books should be well looked-after, free from graffiti and used to evidence learning over time.

It is also important that students are able to do their Homework in a quiet environment that is conducive to study.

Whether used for homework or classwork, books should be well looked-after, free of graffiti and kept solely for the purpose they were given.

“Teaching assistants provide highly effective support to pupils. In many cases, their actions accelerate pupils’ progress and help them to catch up in lessons. They are an asset to the school.”

– Ofsted, 2018

Rewards & Sanctions

It is of great importance to us that we reward our pupils as frequently as possible. Each term, pupils have the opportunity to earn a place on the termly reward trip. These trips are regularly reviewed and varied to provide as many exciting experiences for our pupils as possible. Recent trips have included: Trafford Centre, St George's Park, theatre visits, cinema, Alton Towers, Chester Zoo, Blackpool Pleasure Beach, Sea Life, Lazer Quest, Miniature Golf, Paintballing, Chatsworth House.



Praise and Rewards

At St Philip Howard we feel it is very important to recognise and praise effort, hard work and personal success.

If a student has done a particularly good piece of work or has shown great improvement in their work an official Credit is often awarded.

Credits may also be awarded if a student has been a good ambassador for the Academy or has shown their care and support to others through an act of kindness.

Credits Criteria:

- Outstanding work
- Representing the Academy at an event.
- A full week's attendance.
- A good, positive contribution to class discussion.
- Improvement in personal effort or attitude.
- Good group work.
- Excellent effort.
- Assessment on target.

In addition to the Academy's well-proven Credit system, further rewards for students' positive behaviour may include:

- Verbal Praise.
- Praise Postcards being posted home.
- Credits from Head of Year.
- Extra responsibility.
- Invitations to Awards Events.
- Year 11 students' receive an invitation to the Prom.
- A note added in a student's in Planner or Workbooks.
- Congratulatory phone calls or letters home from staff.
- The prestigious Head of Year and SLT Awards.
- Reward Trip(s).

We believe that students achieve success through constant encouragement and well deserved praise. As a parent or carer of a child who is doing their best, you will receive a number of special Praise Postcards by post throughout the year. They may be sent by any member of staff at any time just to let you know that you can be proud of how well your child is doing.

The Academy can only function successfully in an atmosphere of trust, mutual understanding and good order. We expect the highest standards from our students and encourage them to be self-disciplined at all times. Pupils should respect others and the environment in which they work and learn.

We would like to stress that St Philip Howard 'belongs' to us all'; that means YOU, your CHILD and THE COMMUNITY; and we ask for everyone's co-operation in making it a happy and safe place.

The Academy has a minimal number of core rules on discipline and behaviour. We feel that our Code of Conduct ensures the smooth running of the Academy and fosters good working relations between staff and students.

If a student breaks any of these rules, then they are to receive an appropriate sanction. Pupils are taught that behaviour is a choice which has positive or negative consequences; good behaviour is expected and rewarded, and poor behaviour is sanctioned. All incidents of unacceptable behaviour are recorded on the Academy database, resulting in a 'debit'. Students are able to view their debits via the VLE.

Students are a representation of the Academy at all times when they are dressed in St Philip Howard Uniform. They are therefore reminded that the Rewards and Sanctions policy applies BEFORE, DURING and AFTER Academy hours whilst they are in uniform.

The Code of Conduct

The Code of Conduct ensures that students have clear guidelines as to what is expected of them. IF a student fails to exercise self-control or self-discipline in their conduct towards others then they are disciplined. Needless to say, we expect parents' full support in all disciplinary matters.

Levels of Behaviour

- Level 1: Pupils who break Academy rules on punctuality, uniform and appearance, behaviour or use of facilities will be dealt with by either Subject Teacher or their Form Tutor in the first instance.
- Level 2: For more serious matters, students are referred to the relevant Heads of Departments or their Head of Year.
- Level 3: There may be occasions when behaviour is serious enough to necessitate the referral to an Associate Assistant Headteacher, Deputy Headteacher or the Head Teacher herself. These incidents may result in temporary or permanent exclusion, and where a criminal act has occurred the Police may become involved.

Sanctions

Parents are advised that, as part of our Code of Conduct and Behaviour Policy, the Academy has the legal authority to issue after-school detentions to students. In cases where a student is issued a detention for ten minutes or less, the Academy is not obliged to inform their parents or carers beforehand.

Where an after-school detention exceeds ten minutes, the Academy will ensure that at least 24 hours' notice is provided. It should be noted that under education law, the Academy is required to inform the parents or carers of a detention, but does not need to gain their permission to keep a child in detention.

The Academy also operates the Emmaus Centre. This special sanction may be employed as a preventative measure to avoid imposing a fixed-term exclusion. Students who undergo this sanction will work in the Emmaus Centre for a set period of time under close supervision and their parents or carers will be notified by phone call and letter of this preventative step.

Should a behaviour issue be serious enough, after careful consideration the Head Teacher may decide to issue a fixed term, or even permanent exclusion. Exclusion from the Academy is used as a last resort when other sanctions have failed, or in direct response to a single, particularly serious incident. Such exclusion orders are carried out in line with the Department for Education guidance.

On completion of an exclusion period, a re-integration meeting will take place upon a child's return to school. This meeting will usually involve a Head of Year, Associate Assistant Headteachers, Deputy Headteachers and/or the Head Teacher herself. Parents or carers are also expected to be in attendance.

Occasionally an incident will result in the need to interview students, a written statement clarifying their involvement will often also be required. At such times, and in accordance with current national practice, we reserve the right to interview students WITHOUT prior parental permission, although we DO seek to inform parents at the earliest opportunity.

“The vast majority of pupils are well-mannered and show respect for their peers, their teachers and their school.”

- Ofsted, 2018

Uniform is important to us

At SPH we believe that high standards of uniform foster higher expectations. Our uniform is a big part of our identity and our children wear it with pride.





Girls' Uniform

Skirts should be of a 'reasonable' length and girls' trousers should be of a smart, tailored design and must be of a fit that allows blouses to be properly tucked in. Leggings and close fitted trousers are NOT acceptable. All students should wear black shoes of plain, traditional design. Trainers may only be worn for PE.

- Maroon Blazer with school crest.
- Plain white blouse and approved school tie.
- Maroon V-neck jumper with the school crest. Year 11 students wear a black V-neck jumper with the school crest.
- Black skirt, no more than two inches above the knee line, or tailored Trousers; not jeans, cords, ski pants, bootleg trousers, leggings etc.
- 'Sensible' black shoes with no obvious logos.
- Black Calf or Knee Length Socks.

Boys' Uniform

- Maroon Blazer with the school crest.
- Plain white shirt with approved school tie.
- Maroon V-neck jumper with the school crest. Year 11 students wear a black V-neck jumper with the school crest.
- Black trousers; not jeans, cords, sweat pants etc.
- 'Sensible' black shoes with no obvious logos.
- Black socks.

PE Kit

Students are permitted to wear PE kit to school on days when they have a timetabled PE lesson. Students wearing PE kit on days when they do not have a timetabled PE lesson will be sanctioned accordingly.

- White approved Polo Shirt with school crest.
- Plain black PE shorts.
- Trainers or plimsolls.
- Black socks.
- Optional approved sweatshirt with school crest.

Hair & Makeup

Pupils are expected to wear hair in a neat and acceptable style. Hair must be of one colour, natural in appearance. Hair styles must not be cut below a number two. Hair styles judged to be extreme by the Head Teacher are not permitted. Make up, including coloured nail varnish, lip gloss and fake tan, is not to be worn. Hair fashion accessories are also not to be worn. False nails and other beauty accessories are not acceptable. If hair bands are worn they should be black only. Pupils who do not conform to the Academy's uniform and appearance policy will be sanctioned in line with our behaviour policy.

Mobile Phones

We strongly advise students not to bring mobile devices, including tablets, laptops, headphones, air pods and mobile phones into the Academy. If a student chooses to bring one of these devices into the school, it must not be visible during class. We do not take any responsibility for loss of or damage to mobile devices whilst on school premises.

We do recognise that some parents may wish their child to have a mobile device with them as they travel to and from school. However, all mobile devices must be switched OFF and put away whilst on the premises.

If a student is seen using their mobile device whilst on the premises, it WILL be confiscated by staff and will be retained for collection by a parent or carer from the Visitors' Reception. Please see the Behaviour Policy for our staged approach to mobile phone sanctions. We accept no responsibility for the loss or damage of these items whilst in the Academy's possession. Should you need to contact your child in an emergency, please use the main Academy number, 01457 853611.

Jewellery and Valuables

The general policy is that no jewellery is to be worn. A watch and ONE small stud in each earlobe are the only items of jewellery permissible at St Philip Howard.

Whilst every effort is made to protect personal property, the Academy does not accept any responsibility for the loss or damage of possessions, money or valuables brought onto the school site.

Substantial amounts of money or items of value; including personal audio equipment like MP3 players, iPods and electronic games or jewellery; should not be brought into the Academy. If spotted, these items WILL be confiscated by staff and retained for collection by a parent or carer from the Visitors' Reception. We accept no responsibility for loss or damage of these items whilst in the Academy's possession.

Important Insurance Notice

St Philip Howard cannot accept financial responsibility for the loss or damage of any persons possession, including equipment, bags and clothing whilst in school.

We strongly recommend that parents and carers make their own arrangements for insurance of bags, clothing, watches, mobile devices, pens, bicycles and similar items that may be brought onto the school premises. This can usually be very easily done by adding it as an extension to your home insurance.

Please do not allow your child to bring anything expensive or of particular sentimental value into the Academy as the school can take no responsibility for its loss or damage. Pupils should report anything missing to staff immediately.

“Pupils are smart and wear their uniform with pride.”

- Ofsted, 2018

Attendance & Absence

It is vital that your child attends school regularly and that they arrive on-time. Missing valuable lesson time may well result in them falling behind. Employers also place great emphasis on consistent attendance and good punctuality and these will be mentioned in each student's Termly Academic Review. Therefore, we do not authorize holidays in term time.



Children of a school age who are registered at a school must attend school regularly **BY LAW**. It is vital that your child aims for 100% attendance. Absence should be kept to an absolute minimum.

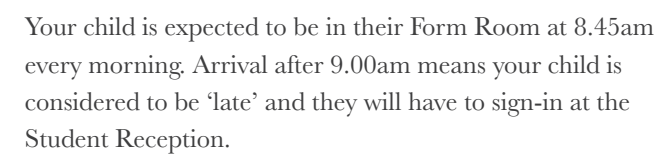
When your child is absent please encourage them to catch up with any work they may have missed. Should your child need to be absent for a long period, the Academy must be notified so work can be provided. It is also important that they attempt to catch up on the work missed during this time.

'Truancy' from school or failure to provide an acceptable reason for absence will result in the Academy coding the absence as 'unauthorised'. This in turn could lead to the issue of penalty notices. The Academy will provide you with regular updated records of your child's attendance, and will let you know if we are concerned your child's attendance.

Due to changes in the law, with effect from September 2013 parents and carers DO NOT have the 'right' to take their child out of school without prior permission. Leave of absence for a family holiday is no longer allowed and is likely to result in a Penalty Notice fine.

Requests for leave of absence should be submitted well in advance, in writing to the Head Teacher using the Leave of Absence form, detailing the exceptional circumstances leading to the request.

A leave of absence is granted entirely at the Head Teacher's discretion. Where it is given, Mrs Morris will determine the maximum number of days a student can be away from school.



Students' attendance and punctuality is tracked by the Pastoral Managers, Heads of Year and the Pastoral Support Officer on a weekly basis.. Repeated late arrival at school or lessons will be responded to in line with the Behaviour Policy and will involve the Form Tutor, Heads of Year and Senior Leadership Team as necessary.

Lessons missed can impact on progress and continuity of learning. Medical and dental appointments should not be made during school hours unless absolutely necessary. Where a school time appointment is unavoidable, they are not normally expected to necessitate a full day's absence. Pupils must provide evidence of the medical appointment. They should sign out at the specified time at the Student Reception with their note, and then sign back in as soon as possible.

- Ofsted, 2018

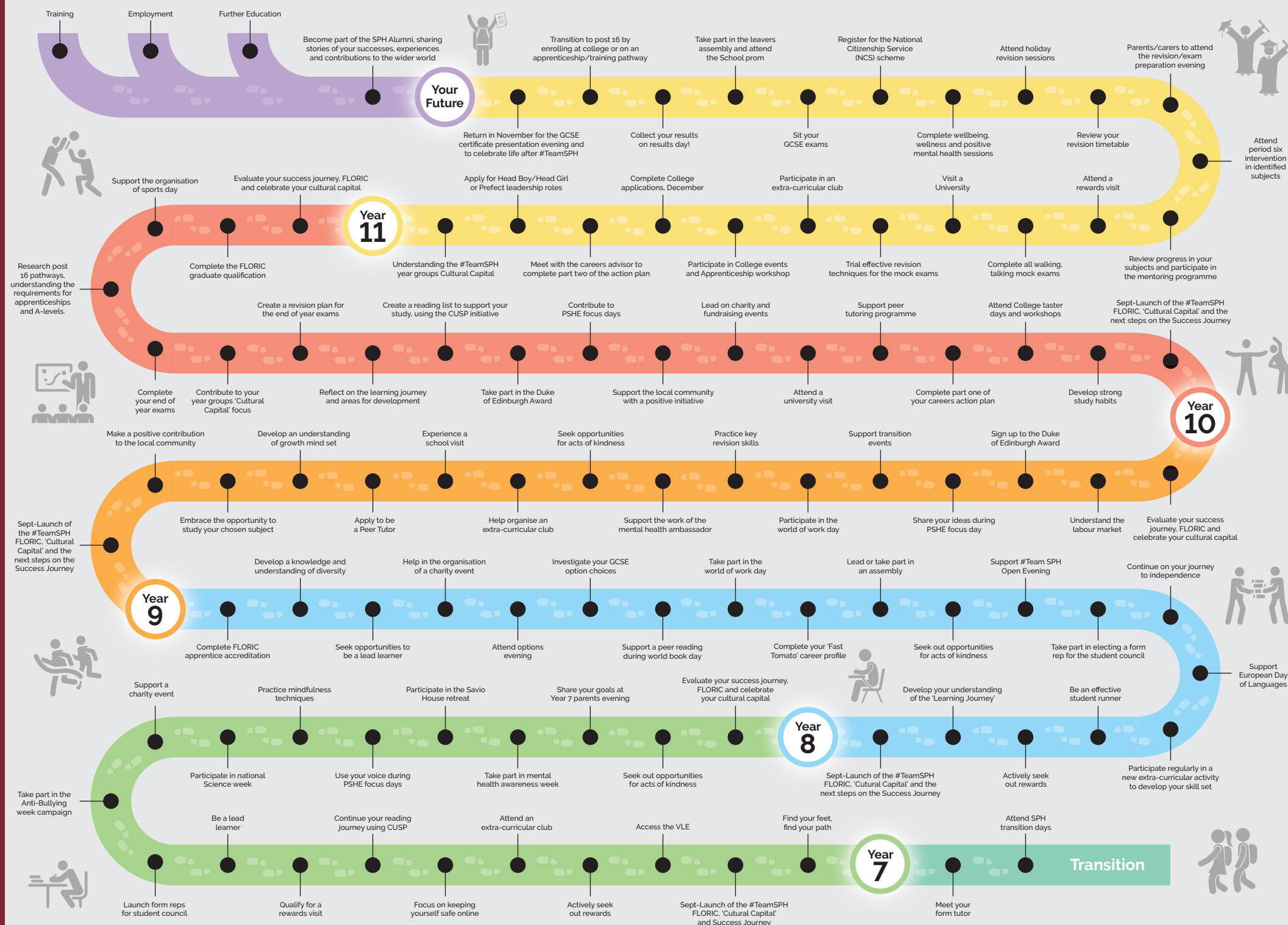
The SPH Experience

St Philip Howard is not merely about academic success. Whilst maximising personal academic achievement is of enormous importance to every student, it is also important to recognise that schools are about much more than just excellent results. To get the most out of their years at St Philip Howard students need to engage, enjoy and be successful in, the wider opportunities on offer.

The Academy has developed our 'Success Journey' which seeks to provide expected milestones for students to work towards at each stage of their education at St Philip Howard. This includes an extensive programme of clubs, trips, activities and exciting experiences for the enjoyment and development of our students. Whether it is becoming a member of one of the activities on offer, there is plenty to interest and extend the skills and enjoyment of every student

A variety of fascinating visits are regularly organised in support of the curriculum and for sheer enjoyment; students have been on cultural and spiritual trips to Rome, Poland and China.

The 'Success Journey' also aims to develop our students Faith, Leadership, Organisation, Resilience, Initiative and Communication characteristics through Student Council, Pupil Voice, Gratitude Club and being active citizens within our Academy and wider community.



Cultural Experiences



We strive to provide our pupils with a range of experiences that they will take with them as they continue their life journey.

The China Trip was definitely the best experience I've ever had - even the flights were really fun! All the people I met and talked to certainly made the trip even more enjoyable.

Upon arriving in Beijing (after the 15-hour journey!) we travelled straight to an upper-end hotel, decorated very prettily. Shortly after, we went out for food, and we spent the time getting acquainted with the Students from the other schools.

During the first day we were taken around Tiananmen Square and The Forbidden City by our tour guide, Coco, in heavy rainfall, which was weird considering the warm temperature. The Forbidden City was fascinating given its rich history and the beautiful architecture – the many statues and decorations were culturally inspirational and clearly highly symbolic.

After leaving Beijing, we travelled to Changzhou via the bullet train. There, we were taken to the Changzhou Senior High School of Jiangsu Province; the school was much larger than Philip Howard with huge multi-story buildings and a number of different dorm buildings. The English schools shared the same building with the boys on the top floor and the girls on the floors below.

In the evening, we went for food and were greeted by our Chinese buddies, who were awesome and integrated with us really well.

The first full day at the school was very busy. The breakfast was early, but not as early as the days to come! The food was a mix of traditional Chinese food and English food to ease us in gently.

Following breakfast, we were taken to the auditorium for the opening ceremony which was grand and welcoming! Then, we went straight to our first Mandarin lesson which was entertaining purely because everybody's pronunciation was so poor! (The number of accents was difficult to say the least).

After lunch, we were given some time to do sports activities around the campus. I went and played football with some of the Chinese students: my new best friend, Alex and another student from the other school, Nathaniel. I even managed to chip from 40 yards which I was pleased to show them - especially since they seemed so skilled at everything.

The following day we awoke early to visit the Shanjuan cave – the serene atmosphere of the countryside was peaceful and the meaning behind different features of the cave was fascinating!

During the later hours of the days, Mr Redfern and Miss Cox took us out locally to explore the city. We visited the park, a number of really delicious restaurants and massive shopping malls. There was a shop with homemade jewellery, handcrafted by the owner. I loved how the culture was evident in all aspects of life.

On the Saturday, we participated in Martial Arts and Calligraphy lessons where we learnt a routine for Tai Chi and learnt how to paint Chinese symbols. My buddy, Jason, painted my name in symbols, which was really sweet of him and, I still have it in my room as a keepsake from the memories we made.

Later that day, we went to the dinosaur theme park, which was really fun despite my fear of rollercoasters! My Chinese buddy even used an umbrella to protect himself on the log flume ride (which despite the two hour queue, was worth it).

We spent the next day in pairs with our buddies to experience their home lives. Amber and I first went to Jason's house where we met his parents and his adorable cats. He let us taste some Chinese fruits and we watched Inception before going to a really luxurious hotel where we had dinner. The tables had some heating pad instilled in them so the hot pot could be cooked right before us. There was a variety of different meats such as ox's stomach and beef which we cooked in the hot pot. I was so poor at using chopsticks that they gave me a sieve which was pretty funny! Afterwards, we visited Olly's house (Amber's buddy) and met his family, who were very friendly. Some of them didn't speak English but they were sweet regardless and made us feel at home.

We then went to a huge mall where each floor was themed as a different place in the USA: my favourite was Coney Island. On this floor, there was a motorbike cage near the stairwells and, at one point, there was five people on it! After looking around the shops, we went on the Ferris wheel, which was an entertaining experience. The view was awesome too!

After this, we went back to Olly's apartment and were taught how to make dumplings. Olly also showed us how he solved a Rubik's cube in less than a minute! We took a photo with his family (his Parents, Grandma and his Aunt and Uncle) which he printed and gave to us later on - what a kind gesture!?

For the next couple of days, we visited places liked the Pagoda (nearby the school), the Jiangnan Global Harbour and prepared for the closing ceremony. We also continued with the Chinese lessons and performed a song in Chinese to the Students and Teachers from all of the different schools (Chinese and English). At the closing ceremony, a mix of students and buddies gave some really good performances – Alex included. He sung, 'My Way' by Sinatra and it was the best thing I'd ever heard! One of the Chinese students played a really impressive piece on the piano and I followed afterwards playing my own piece.

The next day we said our goodbyes to our buddies and set off for Beijing. I was sensitive to those around me as it was 7am and my music was loud and everybody could hear it; there's certainly nothing wrong with a bit of Elton John or Pink Floyd though! The few days in Beijing were incredibly fun with our new tour guide, Linda, who would always say "Linda's friends!" when she wanted our attention. She even gave us a 'Best friends!' at the end! We visited the Great Wall of China; many, many stairs made the journey exhausting but we climbed them, all the way to the top! We took a lot of pictures with the Chinese people at the peak and had lunch in a lovely restaurant where we socialised with the other Students which was really fun.

The Pearl Markets were interesting as the stall sellers wanted to sell you everything for ridiculously high prices and haggling was like that scene in Life of Brian, resulting with you walking away with your ideal electrical, fashion or cultural items all at a slice of the original price!

The flight back was bittersweet – I had such a great time in China and wanted to stay, but, to be fair, the plane did have Infinity War on its selection so all was well.

In all honest though, the best part of the China trip was the people; everyone there made it really fun and I made a best friend for life in Alex! I loved the food, even the fish eye and I'll miss the sweet and sour beef. I'd thoroughly recommend anyone to go on this trip in the future! I promise it is definitely worthwhile!



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