

*St Thomas More
R C High School*



*Information
for Parents*

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ST THOMAS MORE RC HIGH SCHOOL

St Thomas More is a voluntary aided, Catholic comprehensive of approximately 1700 students, including a very strong Sixth Form of 300. The school was established in 1988 to serve primarily the Catholic communities of North Tyneside. We have a very good, genuinely comprehensive intake from across the borough, and this is one of the school's greatest strengths. We have established an excellent reputation locally, regionally, and nationally for the quality of education provided, for pastoral care, and for very high levels of achievement. We enjoy strong parental support, and the school is oversubscribed with applications each year.

Our reputation and profile are confirmed by many awards, notably the following:

- Chief Inspector of Schools report 2005 "one of the outstanding schools of the decade," listed three times as outstanding following inspections in 1993, 1998, and 2004.
- Leading Edge School status from September 2004.
- Beacon and Training School Status since 1999, in recognition of our excellent practice in teaching and learning, professional development of staff, the training and induction of young teachers, disseminating good practice to other schools.
- Specialist School Status in Mathematics and Computing, from September 2003.
- Achievement Awards for Excellence 2001, 2002, 2003.
- Outstanding Practice Award, Investors in People.
- High Value Secondary Award, 2003.

We are committed to ongoing improvement, and we have an excellent track record in raising achievement consistently at all levels, in school improvement, and in public examination results.

Major building projects in recent years have provided us with first-rate facilities and excellent accommodation for both students and staff.

AIMS

A statement of our aims is given below. Governors and staff are committed to working together to make them a reality in the daily, working life of the school.

St Thomas More High is a Catholic School, and as such we attempt to follow the example of Jesus Christ in our work, worship and relationships.

Our aims are:

To be a prayerful community based on Christian values, notably Love, Justice, Peace, Truth and Tolerance, and to encourage individuals in their commitment to these ideals.

To provide a secure, welcoming and ordered environment in which individuals learn to value and respect both themselves and others.

To give individuals the opportunities to develop their full potential as human beings, and to encourage and challenge them to do so.

To encourage everyone to strive to do their best and to strive for the highest standards in all areas of activity.

To help children to grow into confident, open, resourceful young people with a sense of responsibility and of service.

ADMISSIONS POLICY

The Governing Body of St Thomas More R C High School is the Admission Authority for this school. The Governing Body intends to admit up to 270 pupils to Year 7 in September 2008. The admission number for Years 8, 9, 10 and 11 is the number on roll at the start of the academic year in question. There are separate arrangements for admission to Year 12.

The school is supported by the R C Deanery of St Oswin. This consists of the parishes of **St Columba's, St Bernadette's, Our Lady and St Aidan's** in Wallsend, **St Joseph's and St Cuthbert's** in North Shields, **St Oswin's and St Mary's** in Tynemouth, **St Edward's** in Whitley Bay, **Immaculate Heart** in West Monkseaton, and **St Edmund's** in Backworth. These parishes support the following Primary schools - **St Columba's, St Bernadette's, Holy Cross, St Joseph's, St Cuthbert's, St Mary's (Tynemouth)** and **Star of the Sea**.

When there are not enough places to meet all parental preferences, priority will be given in accordance with the categories given below. These are the Oversubscription Criteria. In addition the following criteria will apply:

- first priority will be given to Looked After Children of the Catholic Faith.
 - priority will be given to other Looked After Children after places have been allocated to children under categories 1 and 2 below.
 - priority will be given to a child with a statement of special educational needs that names the school.
1. Children who are baptised as Catholics or received into the Catholic Church and attend one of the Deanery primary schools listed above.
 2. Catholic children who attend other schools within the Parishes of the Deanery, who are baptised as Catholics or received into the Catholic Church, have made their First Communion, and are from practising Catholic families. **A Parent letter of support is required.***
 3. Children from committed Christian and other faith families who attend the primary schools listed above. **A Minister/Faith Leader's letter of support is required****
 4. Other children who attend the Deanery primary schools listed above.
 5. Children who attend R C schools outside the Deanery who are baptised as Catholics or received into the Catholic Church, have made their First Communion, and are from practising Catholic families. **A Parent letter of support is required.***
 6. Children from families committed to other denominations and faiths and who can demonstrate that commitment. **Evidence of this commitment will include a Minister/Faith Leader's letter of support referring to appropriate practice of their faith (eg Baptism, Confirmation, Communion).****
 7. Children whose families wish them to attend the school.

Within each of the categories listed above, preference will be given to those with special educational needs, and then those with a sibling in the school.

** Your letter of support should include reference to Baptism, First Communion, attendance and worship by your child and family, involvement in the life and work of the church. The letter should be sent to the Clerk of Governors c/o the school.*

*** The letter of support from a Minister/Faith Leader should include reference to - Baptism, Confirmation and Communion where appropriate, attendance and worship by the child and family, involvement in the life and work of the church/faith. The letter should be sent to the Clerk of Governors c/o the school.*

CONTACT WITH THE SCHOOL

You are always welcome at the school, and we would encourage you to contact us if you wish to discuss your child with us. In normal circumstances please contact us by telephone before coming in, so that we can arrange a suitable time with the most appropriate member of staff. The person most likely to know your child best will be the Head of Year, and he / she should usually be your first point of contact. The Pastoral Assistant will be the main point of contact with regard to routine, administrative matters, including absence. Here are details of staff whose names and roles you will find useful.

Mrs D Hallam	-	Head of Year 7
Mrs D Thirkettle	-	Pastoral Assistant
Mrs S Bunyan	-	Assistant Headteacher, Social Standards and Student Achievement
Mr C Finlay	-	Assistant Headteacher, Support for Students
Mr D Watson	-	Assistant Headteacher, Link to Year 7
Mrs D Donkin	-	Headteacher

STARTING AT ST THOMAS MORE

We have established a number of activities and visits to the school for primary children before they join us, in order to make the transition and settling-in period as smooth as possible. Pastoral staff visit our partnership primary schools in the Autumn term to meet the children and discuss High School life. This gives the children an opportunity to ask questions and be given reassurance. Children are taken on a tour of St Thomas More in the Spring term, to get a feeling for the buildings and the atmosphere of the High School. In the Summer term they spend another half day here, experiencing sample lessons in a few subjects. In addition they will be invited during the summer to take part in various activities such as art, sport, drama and technology. Our staff remain in contact with the primary schools and visit at important stages of the year, to exchange information and discuss many aspects of the transfer to high school. Parents of Year 6 children will also be invited to meetings in September and July.

WILL ST THOMAS MORE BRING OUT THE BEST IN YOUR CHILD?

An important guide to achievement is provided by examination results. Our results are extremely good and recognised by the DfES as amongst the very best in the country. They have improved consistently since 1988 and the improvement trend is continuing. They reflect our determination to help all children achieve maximum success. Ofsted in 2004 stated that "The climate for learning and shared culture for school improvement are outstanding features of the school."

Our examination results are excellent and very consistent at all levels. They are very high by all national and local comparisons, and the DfES recognise us as a high achieving school. Full details of results are given in Appendix B. If you wish to discuss them in more detail you are welcome to contact the Headteacher.

However the challenge of encouraging children to develop to their full potential goes far beyond examination results, which only measure one aspect of an individual. We are concerned to promote their spiritual, social and emotional growth too and seek to provide many opportunities for their personal development - via the spiritual and religious values we promote, the emphasis on positive relationships, by encouraging involvement and participation, and in the very wide extra-curricular life of the school.

PASTORAL CARE OF CHILDREN

We want children to enjoy their time in school, to feel happy, to develop a sense of belonging, to be known as individuals and to achieve highly. We also want them to develop a sense of respect for themselves, for other people, and for the whole school community. We have high expectations of all children with regard to standards of behaviour, work and achievement.

All teachers have an important role to play in the pastoral care and welfare of children. Particular responsibilities lie with the form tutor, who is in contact with the children daily, monitors general progress and gets to know each child individually. Form tutors also encourage children to discuss any problems they have if they wish to do so. They meet regularly with the Head of Year. Form tutors also deal with routine but important matters such as notices, absence notes, punctuality and homework diaries.

The Head of Year has overall responsibility for all children in a particular group. He or she co-ordinates the work of the form tutors and deals with any matters of a general or more serious nature. If you wish to contact us about your child, then the Head of Year is the usual first point of contact. He/she will remain with the year group for five years, throughout their time in the main school (Years 7 – 11), which provides continuity and allows him/her to get to know the children really well. Heads of Year work under the leadership, guidance and support of Mrs Bunyon, Assistant Headteacher, who has responsibility for Social Standards, including Behaviour, and for Student Progress and Achievement. These roles are complemented by our extended Pastoral Support Team whose work is led and coordinated by Mr Finlay, Assistant Headteacher. Mr Finlay has responsibility for Students' Personal Development Care and Guidance, and for all aspects of support for learning. The team includes three Learning Mentors, Home School Liaison Officer, Special Needs staff and Counsellor. Mr Watson, Assistant Headteacher, provides specific additional support to Year 7.

SPIRITUAL LIFE AND CHAPLAINCY

St Thomas More's mission in providing a welcoming community based on Christian values is supported by the work of the School Chaplain.

As a spiritual developer and co-ordinator within the school, Miss Angela Eddy provides a living faith presence to both staff and students, in developing and encouraging individual commitment to the ideals of love, justice, truth and tolerance.

These core themes are emphasised and filtered throughout school life via the Chaplain's role in liturgies, staff-student prayer, retreats, prayer days, year assemblies, liaison with our partnership primary schools and parishes, together with an on-going spiritual interaction between staff and students.

With the interpretation of Christian values using music, art, drama, dance and language, faith is kept alive within the school, encouraging daily witness and acknowledgement of God's presence in our lives.

UNIFORM AND APPEARANCE

We have a school uniform which is simple, smart and reasonable in terms of cost. All children in the 11-16 age range are expected to wear the uniform and we appreciate parents' co-operation in ensuring that high standards of appearance are maintained. We expect children to avoid extremes of fashion with regard to both appearance and uniform. Details of the uniform will be distributed at the July intake meeting.

BEHAVIOUR

School rules are few and are framed positively wherever possible. They revolve around politeness, concern and respect for others, and observing high, common standards of behaviour and work, in school, on the way to and from school, and also with regard to homework. When children fall below expectations, we try to act fairly, quickly and effectively. Sanctions include lunchtime detention, referral to Head of Year and Senior Staff, placing on report. After-school detention is a possibility for older children, but it is used rarely and parents are always informed in advance. We work closely with parents, whom we contact very quickly whenever necessary. Parental support and co-operation are extremely valuable and appreciated. Exclusions from school form the ultimate sanction, but they are rare and used judiciously.

WORKING WITH PARENTS

We want to make a reality of the idea of partnership with parents and we will contact you readily if the need arises. You are welcome to contact us at any stage, to discuss concerns you may have about your child's welfare and progress.

We provide parents with regular information about children's progress and with regular opportunities to discuss it. In each year, you will have one full report, one interim report and at least one parents' evening.

In your child's first year here you will be invited to a Parents' Evening in the first half-term and another in the Summer term. In addition you will receive a full report in the Spring term and a shorter, update report in the Summer term.

A typical pattern of meetings and reports is given in Appendix A. Each year we also organise several evenings which give an insight into the school's work. These may include New Intake Meetings in September and July, Sixth Form Information Evenings in October and February, and Options for Year 10 Evening in March.

CURRICULUM

We provide a broad and balanced education designed to meet the needs of all our children. The National Curriculum determines much of what we teach, with the exception of Religious Education which receives particular emphasis and is central to our curriculum provision.

In Years 7, 8 and 9 all children study the following subjects - RE, English, Maths, Science, French, History, Geography, Art, Music, PE, Technology, Information Technology, Citizenship and Personal and Social Education. Most children will also study German as a second foreign language from Year 8 onwards.

In Years 10 and 11 most children study 10 subjects to examination level. Compulsory subjects are RE, English (usually both Language and Literature), Maths, Science together with general programmes in Physical Education and PSHCE. Students with high ability in Science will have the opportunity to take examinations in the three separate Sciences. Most students are also strongly advised to include a Foreign Language and a Technology subject in their programme, together with two other subjects from History, Geography, Second Foreign Language, Music, Art and Design, Business Studies, GCSE PE and ICT. We also offer applied GCSE Health and Social Care, CIDA ICT and BTEC Sports Awards, as well as the ASDAN vocational course. The exact subjects available are reviewed each year.

Our Sixth Form is very strong, with 300 students enrolled this year. We offer a wide range of subjects at A/S and A2 levels, together with a number of Advanced and Intermediate Vocational courses. Full details are available in a separate Sixth Form Prospectus.

Teaching Groups

We believe that the ways in which children are grouped for teaching purposes are very important. They influence children's attitudes, confidence, motivation and achievement. All arrangements about groupings are considered carefully and reviewed each year.

Our main aims are to keep expectations high for all children, and to avoid labelling them negatively, while at the same time ensuring that all children are challenged to achieve their full potential.

Some teaching groups are mixed-ability, notably in Year 7. Setting by subject becomes more common as children move through the school. Arrangements are sophisticated, flexible and sensitive to the needs of individuals. When children are setted, it is done on the evidence of performance in that particular subject. They may be in different sets for different subjects. The following shows the broad pattern of grouping:

Year	7	Teaching in mixed-ability form classes in all subjects except Mathematics where setting is introduced from October. (Some SEN pupils are withdrawn in Maths, English and Science).
Year	8	Setting in Religious Education, Mathematics, English, Languages, History, Geography and Science with mixed ability continuing in Art, Music, Technology and PE.
Year	9	As in Year 8, with setting extended to Music.
Years	10 & 11	Setting by subject in all areas, except Art, Core PE and PSHCE.

Teaching Methods

Throughout the school a wide range of teaching methods and strategies are used to ensure that all pupils achieve well in relation to their capability.

Homework

We believe that children have a right to regular homework and a responsibility to complete it. It should be closely linked to work done in school and can take various forms, all of which are useful in helping children to learn and to take responsibility for their own learning. Ideally it should be done soon after arriving home and before other evening activities. A quiet place to work, away from other distractions, is a great help. As a broad guideline we would expect children in Year 7 to

spend about one hour per night on homework, rising gradually through Years 8 and 9. In Years 10 and 11, they should be spending at least ten hours per week on homework, in order to achieve maximum success in examinations.

Parents are encouraged to take an interest in homework, to check that it is being done regularly and to contact us if problems arise, e.g. too much or too little. Each child is given a Homework Timetable (Years 7, 8 and 9), and a Student Planner, which parents are asked to sign.

Special Educational Needs

Children with Special Educational Needs are given support and assistance in a variety of ways to help them achieve their potential.

Teachers work closely with our primary schools, attend annual review meetings and plan support accordingly. Support is provided in a number of ways through Reading Club, small class teaching, in-class support, withdrawal for individual or small group work, differentiated materials and resources. Strategies for pupils are supported by teaching staff across the curriculum and pastoral staff. A philosophy of inclusion underpins our work for students who have learning difficulties and disabilities. We work closely with the Local Authority and outside agencies to provide flexible support for pupils.

In addition to the Co-ordinator for Special Educational Needs, the school has a designated member of staff whose role it is to work with subject departments to co-ordinate strategies to meet the needs of gifted and talented pupils.

Sex Education

Sex education is covered in a planned, progressive programme throughout the school, beginning in Year 7. It is covered primarily via the Personal and Social Education Programme, but also via Religious Education and Science. It is set clearly in the context of relationships and responsibility, with due emphasis always given to moral and social considerations.

Careers

A structured programme of careers education is provided across year groups. Children are encouraged to explore many areas, to learn how to make choices and decisions, and to research various careers, and more importantly, routes to them. They are encouraged to appreciate the value of qualifications and lifelong learning in planning their future. Full use is made of Connexions to complement work done in school. The school also offers a wide range of work related learning experiences in Key Stage 4. These add another dimension to the curriculum and help in the preparation of students for life in the working world.

EXTRA-CURRICULAR ACTIVITIES

The school provides an extensive range of extra-curricular activities for children. They are invaluable in providing them with opportunities to develop all of their talents and abilities, to develop more interests and to excel in some areas. They also give children great enjoyment. These activities take place mainly after school and occasionally at weekends. They are important in creating a sense of belonging to the school, strengthening good relations between children and staff, and giving children self-confidence. We have highlighted some of the main areas of activity below.

Sport

Due to our extensive provision both in lessons and OSHO we are one of the only High Schools in North Tyneside to receive Sportsmark Status from Sports England this year.

OSHO – Many students from all year groups attend sports clubs before and after school. All the major sports are offered with help from local clubs and other teachers in school. There are teams and clubs in football, netball, rugby, rounders, tennis and athletics. Students also have the opportunity to become involved in dance, badminton, trampolining and rock climbing. Badminton has become increasingly popular with many students moving onto clubs and county training. This has developed due to our close work with the local sports college who have provided extra in-house coaching and INSET for teachers. Once again all our football teams are either runners up or winners in all local competitions.

Sports College Links – Many new opportunities are offered to our students through our close relationship with John Spence Sports College. For example numerous students will represent North Tyneside in events such as the Youth Games. Our older students are provided with leadership opportunities when helping to organise netball, hockey, rounders, and dance festivals for our primary schools. We have also been able to access further opportunities for coaching such as GCSE Dance, Boys' Dance Group, Tennis Coaching and Girls' Basketball. Talented sports students are now benefiting from mentoring by staff which will enable students under pressure due to their sports commitments to express worries and keep schools informed of successes and commitments. This Junior Athletic Education is continued this year, and we anticipate further extension of this scheme. Currently we have national standard footballers, athletes, swimmers and dancers taking advantage of this opportunity.

Further Opportunities – The Dance Festival continues to be an important part of the department's calendar. All partnership primary schools and numerous high school pupils again took part. A leading dance choreographer lead a GT dance group based at our school; this group also performed at the Whitley Bay Playhouse. Leadership opportunities are offered from Year 11 onwards. JSLA and CSLA qualifications are followed by our students as part of the enrichment programme. These students practice teaching local primary school pupils, officiating at inter class competitions and at school clubs. Sports Day is held each year where as many students as possible from each form are encouraged to complete for their class – the rest of the school make up an enthusiastic crowd.

School Sports Co-ordinator Programme – We continue to see the benefit of our involvement in our partnership schools with some very talented Year 7's shining in tennis, rounders and netball. All our partnership schools have entered the sports festivals of tag rugby, rounders, netball and a new addition to the list, mini Olympics.

Celebrating Success – All students who have represented the school and their parents are invited to the PE Department's Sports Presentation Evening where students receive awards for their participation in sport. During this event awards are also given for lower and upper school sports Personality of the Year, Leadership Award and Exceptional Achievement Award. Last year a total of five hundred students received a certificate of participation.

Music

The Music Department has established an outstanding reputation for the range and quality of its work. We have the services of eight instrumental professionals who provide individual and small group tuition in strings, woodwind, brass, percussion (including drum kit), voice, guitar and electronic keyboard. Keyboard skills are in-built into all our programmes of study as well as a range of creative, performing and appraisal tasks. All children are encouraged to become involved in active music making in Year 7. Large numbers of pupils take part in our Christmas and Summer concerts and shows. Practices are held for these after school. As well as concerts, the Music Department undertake special events throughout the year.

Groups currently in existence are Senior Orchestra, Musical Theatre Group, Djembe Drumming Group and Band Night.

The Music Department is housed in a purpose built facility which is based around a large performance studio/technology centre and which includes a recording studio, instrument store and practice rooms. With the arrival of a range of new technology, including a number of PC's, the Music Department is able to offer students cutting edge technology to enhance their learning.

Foreign Exchanges and Visits

The visits are essential to make Modern Languages real to pupils and the department strives to make the most of every opportunity to do just that.

September sees the departure of Year 10 pupils to Spain to enjoy a cultural and linguistic stay in Barcelona. This year, Year 10 German pupils will return the hospitality they received last year when their exchange partners come to spend a week with us in North Tyneside.

During the year the department also organises more local events. In 2007 there was a Gifted and Talented inter-school quiz in which Year 9 pupils took part and came second. Spanish A-Level students attended a performance of a modern Spanish play and got to visit a local Spanish restaurant for a Spanish speaking and tasting afternoon. Year 10 German pupils took part in a regional reading competition organised by Newcastle University and one of STM's pupils came third and one Year 10 French pupil enjoyed the distinction of being voted the best student at the Saturday morning Masterclasses also organised by Newcastle University. A group of Year 9 boys attended Languages for Lads workshops at Northumbria University. The local events programme ends in 2007 with the primary schools coming to St Thomas More to take part in a French version of the X-Factor.

The end of the year sees another flurry of foreign activity with the annual French trip to the Château du Tetre in Normandy and the Sixth form trip to Berlin.

Field Trips, Visits, Outdoor Activities

Field trips are an important part of many courses and they are organised regularly. Children also have the opportunity to take part in outdoor activities, the Duke of Edinburgh Award Scheme, visits to the theatre, art galleries and museums.

Clubs

Many departments organise activities and clubs, especially for the younger children, and these include Mathematics, Science, Art, Information Technology and Chess. Children are also encouraged to enter local and national competitions.

FACILITIES

The school is served by a full range of modern facilities and accommodation which cater for all aspects of the curriculum. There is a high level of equipment and resources, including books and materials of all kinds. Other accommodation comprises twelve Science laboratories, six Technology rooms, three Food Technology rooms, four Art & Design rooms with specialist facilities for photography, ceramics and screen-printing. All departments have their own specialist classrooms in one area of the school. There are five Information Technology rooms located near the Library. All areas are stocked and equipped to a very high standard, and they provide children with ready access to information and resources. We have the services of a full-time, qualified Librarian. For Physical Education, we have extensive fields, a gymnasium and Sports Hall.

Full use is made of an extensive range of equipment in all departments, including computers, videos, cassette recorders, electronic keyboards, overhead projectors and interactive whiteboards.

Our major building project was completed in September 2004 providing us with excellent, up to date accommodation in all areas. The project has provided us with a new Dining Hall, Dance/Drama Studio, fourteen new classrooms, a total of twelve refurbished Science laboratories, new suites refurbishment in Art / Design and Technology, a new Library, a Learning Support Centre, and a Learning Resource Room, together with excellent office accommodation for staff and a Staff Training Suite.

MISCELLANEOUS INFORMATION

School Day and School Year

The school day consists of five one-hour lessons. It begins at 8.55 am and finishes at 3.05 pm (Tuesdays 2.45 pm), with a 45 minute lunch break. This arrangement gives twenty-five hours of taught curriculum time per week. We operate three terms per year, with holidays at the usual times. Full details will be published later in the year.

Provisional Dates for 2008 / 2009

Monday, 1 September 2008 - Friday, 19 December 2008 **Autumn Term**

Monday, 5 January 2009 - Friday, 3 April 2009 **Spring Term**

Monday, 20 April 2009 - Friday, 17 July 2009 **Summer Term**

It is expected that the next Autumn term will commence on 7 September 2009. Please note these dates are provisional at this stage and will be confirmed at a later date.

Transport

Most children come to school by bus, and for many there are special school buses for our children. This applies to all of Wallsend which is covered by several routes and to most areas at the coast. Buses collect children close to home and drop them outside school. For most there is no need to cross a road, but we are also served by school crossing patrols.

Lunchtime Arrangements

Children remain on the school premises at lunch-time, which allows them to take part in activities, clubs, or use the library, IT rooms, and other support available. Children who live nearby may go home for lunch, and in these circumstances they are the responsibility of their parents. Parents should send us a letter at the start of the school year to this effect. Children are not allowed off the premises except for this purpose. Both hot and cold meals are available in school and payment is through a cashless system.

Personal Property

Children are responsible for their own personal property in school. Occasionally items do go missing. This is often due to forgetfulness or carelessness. Problems will be kept to a minimum if:

- clothing and other items are clearly marked with the owner's name.
- valuable items or equipment are not brought to school.
- children only bring to school amounts of money needed for the day.

Unfortunately we are not able to accept liability for items of personal property in school.

Charging Policy

All education provided at school, wholly or mainly in school hours, is free of charge. Activities which take place outside of school hours may be charged to parents. Voluntary contributions will be sought from parents occasionally to support particular activities.

Child Protection

There is an agreed policy and agreed procedures within the LEA for dealing with cases of suspected child abuse, and we follow these procedures. A copy is available on request.

Data Protection

We make extensive use of computers for administrative purposes. Information about students is held on computer to assist with the efficient running of the school. More details regarding this will be issued in September but should you require further details at this time, please contact the school.

Admissions Data

The total number of formal expressions of preference for St Thomas More, received before the relevant deadline of Friday, 20 October 2006, is as follows:

1st Preference: 322 2nd Preference: 79 3rd Preference: 45

Route taken by pupils over 16 years old: 2005

St Thomas More Sixth Form College	68%
Other Further Education	23%
Apprenticeships	8%
Other Employment	1%
Unemployed	0%
Unknown	0%

Statistics on Pupil Absence

STM 2006/ 2007

Total number of pupils on roll of compulsory school age	1711
Percentage of pupil sessions (half days) missed through authorised absence.	4.49%
Percentage of pupil sessions (half days) missed through unauthorised absence.	0.1%

Further information concerning the following is available from school if required:

- Complaints Procedure
- Examination Boards and Syllabi used
- Chair of Governors

Provision for Disabled Pupils

Admission of pupils with disabilities is the same as that of non-disabled pupils. School facilities include ramp access to all buildings and areas, disabled toilets and a lift providing access to the three-storey block.

Disabled pupils are fully integrated into all aspects of school life unless precluded by Health and Safety guidance.

The Governing Body oversee the full implementation of the SEN Policy. There have been no changes to this policy in the last year.

Please see Appendix D re: St Thomas More R C High School Access Plan 2006 – 2009.

EXAMINATION RESULTS 2007

1. KEY STAGE 3, YEAR 9*

St Thomas More Results

This table shows numbers and percentage of Year 9 children achieving each level in 2007.

	English	Maths	Science
Number of Eligible Pupils	275	275	275
Number achieving a Level 5 and above	249	244	238
Percentage achieving a Level 5 and above	91%	89%	87%
Number achieving a Level 6 and above	120	188	163
Percentage achieving a Level 6 and above	44%	68%	59%
Percentage achieving a Level 7 and above	9%	37%	20%
Percentage achieving a Level 8 and above	N/A	12%	N/A

**KS3 results are provisional at this stage and may contain minor inaccuracies.*

National Results

These tables show the percentage of Year 9 children nationally achieving each level in 2006.

	English	Maths	Science
Percentage achieving a Level 5 and above	73%	77%	72%
Percentage achieving a Level 6 and above	34%	57%	41%

2. GCSE

This table shows the percentage of our students achieving the levels indicated, in 2007, compared with our figures for 2006 and with the national figures for 2006. There has been little change nationally this year. There were a total of 270 students in the year group.

	Achieving 5+ A* - C	Achieving 5 + A* - G	Entered 5 + GCSE's
St Thomas More 2007	83.3%	99%	99%
St Thomas More 2006	79.2%	98%	99%
<i>National 2006</i>	<i>59.2%</i>	<i>90.5%</i>	-

2007 GCSE Results by Subject

	A*	A	B	C	D	E	F	G	U	No. of Students Entered	No. of Subject Entries
Art (Fine)	6	18	21	28	16	5	0	0	0	94	94
Biology	7	17	21	8	0	0	0	0	0	53	53
Business Studies	1	6	8	40	19	7	2	0	0	83	83
Chemistry	8	14	19	12	0	0	0	0	0	53	53
D & T Electronics	0	4	3	1	2	0	0	0	0	10	10
D & T Graphics	3	7	14	19	6	0	0	0	0	49	49
D & T Materials	1	8	11	24	11	1	0	1	0	57	57
Economics	0	0	0	0	0	1	0	0	0	1	1
English Language	16	50	80	91	27	4	0	0	0	268	268
English Literature	23	47	77	81	23	2	1	0	2	256	256
Food Technology	2	14	8	16	3	1	0	0	0	44	44
French	3	9	14	20	21	11	3	1	2	84	84
Geography	8	34	32	39	39	11	3	0	0	166	166
History	12	25	36	20	12	5	2	0	0	112	112
Health & Social Care*	0	2	2	24	10	0	2	0	0	20	40
ICT (Computing)	1	6	14	32	8	0	1	0	0	62	62
Mathematics	24	39	68	69	41	16	10	1	1	269	269
Music	0	1	10	3	2	1	0	0	0	17	17
Persian	2	0	0	0	0	0	0	0	0	2	2
Physical Education	4	13	21	15	12	2	0	0	0	67	67
Physics	7	16	16	14	0	0	0	0	0	53	53
Religious Education	21	61	74	51	23	13	7	3	0	253	253
Science (Single Award)	0	0	1	0	0	0	0	0	0	1	1
Science (Double Award)	0	12	78	194	90	44	8	4	0	215	430
Spanish	2	11	10	26	17	11	1	0	0	78	78
Textiles Technology	0	1	3	0	4	2	0	0	0	10	10
Grade Totals	151	415	641	827	386	137	40	10	5	270	2612

Average point score per candidate **2007** : **431**

Average point score per candidate 2006 : 409

GCSE (continued)

<u>Year</u>	<u>5 + A* - C Trend</u>	<u>5 + A - G Trend</u>
2007	83.3%	99%
2006	79.2%	98%
2005	75%	100%
2004	72%	100%
2003	68%	99%
2002	70%	100%
2001	66%	98%
2000	61%	97%

The previous table relates to GCSE qualifications. In addition, some students gained vocational qualifications (B.TEC and GNVQ), and details are given below. Passes in both of these are equivalent to 4 GCSEs at grades A – C.

GNVQ ICT

No of Students Entered	No. with Pass / Merit / Distinction
16	12 Pass 4 Merit

B.TEC PE

No of Students Entered	No. with Pass / Merit / Distinction
10	4 Distinction 3 Merit 3 Pass

3. A2 LEVEL (ADVANCED LEVEL)

2007 Results by Subject

	A	B	C	D	E	U	No. of Students Entered	No. of Subject Entries
Art & Design	3	2	3	1	1	1	11	11
Biology	4	5	10	6	4	1	30	30
Business Studies	5	3	4	2	0	1	15	15
Chemistry	1	2	7	2	1	1	14	14
Computer Studies	0	1	5	1	1	0	8	8
Design and Technology (D & T)	5	1	9	4	0	0	19	19
D & T: Food Technology	0	2	1	2	0	0	5	5
D & T: Product Design	0	0	1	0	0	0	1	1
French	0	2	1	0	1	0	4	4
Geography	5	5	2	1	0	0	13	13
General Studies	0	2	2	3	1	1	9	9
History	8	7	5	2	1	0	23	23
English Language	2	12	3	3	1	0	21	21
English Literature	10	7	5	1	0	0	23	23
Language / Literature	15	6	3	1	0	0	25	25
Mathematics	4	4	10	3	1	1	23	23
Mathematics (Further)	2	0	0	0	0	0	2	2
Physical Education	0	4	1	4	1	0	10	10
Physics	2	1	0	2	2	1	8	8
Psychology	6	6	4	3	4	3	26	26
Religious Education	18	16	11	3	0	0	48	48
Spanish	0	2	5	1	1	0	9	9
AVCE Art & Design	1	1	0	0	0	0	1	2
AVCE Business Studies	0	2	0	8	2	4	8	16
AVCE Health & Social Care	0	4	2	12	2	0	10	20
Grade Totals	91	97	94	65	24	14	129	385

**AVCE's are double awards*

Average points score per candidate 2007 : 787.8

Average points score per candidate 2006 : 670.5

4. AS LEVEL

2007 Results by Subject

	A	B	C	D	E	U	Entries
Art	0	4	6	3	6	3	22
Biology	2	3	9	8	13	9	44
Business Studies	6	3	4	2	0	0	15
Chemistry	2	2	4	3	3	3	17
Computer Studies	1	3	2	7	3	3	19
D & T Product Design	1	1	7	5	2	1	17
D & T: Food Technology	0	0	2	1	4	3	10
French	0	1	2	2	0	0	5
Geography	3	6	6	7	8	2	32
General Studies	6	15	28	28	37	54	168
German	1	0	2	2	2	1	8
History	6	12	9	8	2	1	38
English Language	12	9	5	8	5	0	39
English Literature	16	17	5	2	0	0	40
Language / Literature	2	6	9	9	2	0	28
Mathematics	7	4	4	11	9	22	57
Physical Education	3	4	5	3	2	0	17
Physics	3	2	1	5	2	8	21
Psychology	6	4	7	15	4	4	40
Religious Education	4	13	28	16	3	2	66
Grade Totals	81	109	145	145	107	116	703

Please note

All of the above results re: 2007 (KS3, GSCE and Post –16) are **provisional at this stage** and need to be validated later in the year. We are however confident that they are generally accurate.

QUOTATIONS FROM INSPECTION REPORT 2004

Overall Evaluation

- *St Thomas More School is an **excellent community** in which to teach, work and learn. There is an excitement about the school.*
- *St Thomas More is a **very good school** with **outstanding features**, typified by its excellent atmosphere for learning.*
- ***Very good teaching and learning** help pupils and students to achieve very well.*
- *Excellent leadership and delegation on the part of the headteacher give everyone responsibility for doing their best: leadership and management are very good.*
- *St Thomas More is an **excellent place to learn and teach** and is an **outstanding example to other Catholic Schools, indeed to all schools**, for the way in which it instils in staff and pupils a balance between achieving high academic standards and maintaining a sense of self worth.*

Standards Achieved

- *Achievement is **very good**.*
- *Pupils' attitudes are **very good**; behaviour is **very good**.*
- *Pupils are keen and eager; they learn very well, as a result.*
- *Attendance is **very good**.*
- *Pupils' spiritual, moral, social and cultural development is **very good**.*

Quality of Education

- *The quality of education is **very good**.*
- *Pupils' good overall achievements stem from consistent, **very good** teaching that leads to **very good** learning.*
- *Pupils' keen appetites to learn are satisfied by imaginatively presented lessons in which they are fully involved and engrossed.*
- *Care and guidance are also **very good**.*

Leadership and Management

- *Leadership is **very good**. Leadership seeks continuous improvement through meticulous analysis of performance.*
- ***First class leadership**, drawing particularly well on a very strong team of assistant heads, leads to a fertile inter-dependence in which nothing but top quality is acceptable.*
- *The school is very well run.*
- *Governance is **very good**.*

Parents' and Pupils' views of the School

- *Parents and pupils have **very good** views of the school.*

Standards Achieved by Pupils

- Achievement is **very good**.
- Pupils who attain very high standards or have particular talents achieve a very high proportion of grades at the top levels at GCSE.

Pupils' attitudes, values and other personal qualities (ethos)

- Pupils' attitudes and behaviour are **very good**.
- Attendance is **very good**.
- Spiritual, moral, social and cultural development is **very good**.
- Pupils **like being at school** and work hard to achieve success.
- Pupils **behave very well** in class.
- The school successfully promotes very good attendance in all years.
- The school provides an orderly and supportive environment for all. As a result, **pupils enjoy coming** to school and seldom stay away. They have a **strong loyalty** to the school and show great respect for their teachers. Pupils enjoy school life. In lessons they are often enthusiastic and respond very well to all challenges.
- Hard working, the pupils are keen to succeed.
- **Very good behaviour** throughout the school.
- Behaviour during lessons is particularly good.
- Overall level of exclusions is very low.
- Spiritual, moral, social and cultural development provision is **very good**. That for spiritual development is **outstanding**.
- Moral development is also **outstanding**. Many subjects deal with moral issues in the curriculum.

Quality of Education Provided by the School

- The school provides a **very good** quality of education.
- Pupils' very good achievement and similar attitudes are very closely related to the **very good** quality of teaching that helps them to learn very well.
- Pupils benefit from a **good**, imaginative curriculum.
- Those with special educational needs enjoy **good** provision.
- Care and guidance are also **very good**.
- Teaching is **very good**. Learning is **very good**.
- Subject commentaries in Part C of this report show **a remarkable consistency of quality**.
- A very large, youthful staff who work particularly well as members of each departmental unit, and as a staff together, give **great zest to teaching and learning** throughout the school.
- **Enthusiasm** is an over-riding characteristic.
- A **quest for excellence** underpins everything.
- Leadership's confidence in giving talent full rein, in expecting the best from everyone and in setting up effective systems of accountability has a direct effect on teaching and learning.
- **Outstanding** provision for staff training.
- Lesson preparation is often highly **imaginative**.
- Curriculum provision is **good**. Enrichment is **very good**.
- Pupils in Years 10 and 11 are offered a broad and balanced curriculum with a good range of subjects leading to GCSE, GNVQ and other national qualifications.
- **Very good opportunities** for acceleration and enhancement of learning for the **most able pupils** are provided within subjects and through a good, broad range of school activities that develops their skills and raises achievement.
- A very good range of opportunities outside lessons.
- Professional development is **outstanding**.
- The school is a very good training ground for teachers and trainees.
- Accommodation and resources are good; very good.

Care guidance and support

- *The provision for pupils' care, welfare and safety is **good**. They are provided with **very good** levels of support, advice and guidance.*
- ***Relationships** between staff and pupils are **warm and friendly**, within the framework of a caring Christian community; they help to raise standards.*
- ***Numerous support systems** are there for pupils who need someone to talk to.*
- *Monitoring of pupils' academic progress is very good, with special programmes that enable pupils to do their best.*
- *The school provides pupils with **a very good level of care** within a strong Christian framework.*
- *Relationships are friendly and supportive.*
- *Monitoring of pupils' academic progress is **very good**.*

Partnership with parents, other schools and community

- *The partnership with parents is **good**.*
- *The school's work with the community and educational establishments is **excellent**.*
- *The school makes an **outstanding contribution** towards furthering others' educational development.*
- *Community links are extensive and the school has a deservedly high reputation in the area.*
- ***Parents are very supportive** of the school and relationships are positive and friendly.*
- *It is in the school's relationships with the wider community where **real excellence** lies. Having justifiably earned several accolades – Training School, Specialist Mathematics and Computing College and 'Leading Edge'.*
- *Inspectors were **overwhelmed** by the strength of positive feeling for the work undertaken and the contribution the school is making to improving education in the area.*

Leadership and Management

- *Leadership and management are **very good**.*
- *Governance is **very good**.*
- *Excellent leadership by headteacher guides the school's continuous quest for improvement.*
- *The school is outstandingly successful in giving its staff time to do its work and to train to improve its performance.*
- *The school has a **very clear agenda for further improvements**.*
- *Governors debate passionately the school's provision; they take great **pride** in its successes.*
- *Continuous staff training is exemplary; it raises standards.*
- *Improvements since the previous inspection are **very good**.*
- *The school is outstandingly well led by a headteacher who shares his passion and vision successfully with everyone.*
- *The **teamwork, dynamism and pride in the school**, from a staff, many of whom are new to the profession, are overwhelming.*
- *The senior leadership team, its members' enthusiasm, hard work and love of what they are doing, mean their individual projects, all connected to improving teaching and learning, take the school consistently forward.*
- *The school's commitment to providing professional development opportunities is outstanding, befitting its status as a training school.*
- *The school manages staff recruitment, deployment and training all extremely well. Its established role at the cutting edge of innovation and collaboration helps attract staff keen to join in.*
- *The quality of leadership of heads of department is **very good**. It is characterised by strong teamwork, shared commitment and an open analytical approach to continuous improvement.*
- *Governors provide very good support. Their deep philosophical accord on what a denominational school should aspire to be has produced a gem.*

- *Governors **have a deep-rooted affinity** with the school that leads to a genuine feeling of ownership and they share in the vision that motivates and inspires everyone.*
- *The school's influence in improving the education of young people, both in the local area and nationally, is exemplary. Numerous richly-deserved accolades, awards and national tokens of recognition are testimony to that.*
- *The school's excellent commitments to professional development, extensive work with other educational partners and its exemplary leadership are all positive aids to raising achievement.*

Ofsted 2004

ST THOMAS MORE RC HIGH SCHOOL ACCESS PLAN 2006—2009

SHORT TERM	Targets	Strategies	Outcome	Timeframe	Goal Achieved
	Teaching Staff to have training in disability issues	Staff meeting SEN Link meetings, Information sheets to staff.	Staff will be aware of a range of disabilities and the current accessibility arrangements. Staff to consider disability issues in planning and delivering curriculum.	Staff Inset SEN meetings / memos. NQT / ITT training 2006—2009	Teachers and non-teaching staff to be aware of disability issues and to be able to access further information as needed.
	Availability of written resource material in different formats.	Liaison with Pupil and student Support Services: Visual Impairment, Teacher of the Deaf, Speech and Language etc. plus medical specialists and EMPTAS Exam papers from relevant boards.	Students able to access texts and exam papers through alternative means. Patents able to access information from school and communicate with school.	In place from Sept.2006 and on-going.	Relevant communication available / interpreters / resources/aids A range of differentiated curriculum resources available in school for use. Relevant exam papers ordered.
	Specialist equipment e.g computers, lap tops, voice recorders, spell checkers, Adjustable height chairs, specialist ICT equipment available.	Equipment discussed with specialist staff and Pupil and Student Support Team. Relevant catalogues made available to subject departments.	Equipment available for use in college or able to be accessed through LEA support team.	Sept.2006-2007 and added to as needs require.	Specialist equipment on site for use where needed. Access to other equipment through LEA advice / resources.
	Staff and student awareness of SpLD . Dyslexia and resources in place to assist access to curriculum.	Suitable reading and spelling programmes for use. Assessment for Meares-Irlen and SpLD from Dyslexia support service In-service and training.	Programmes and equipment in use—coloured overlays, line trackers, ICT, reading and spelling programmes etc. Strategies in SEN Link files.	In place and added to as approaches develop.	Staff aware of SpLD and Dyslexia plus using relevant approaches. Further advice accessed from trained SEN staff and Dyslexia Support Team

SHORT TERM Cont.	Targets	Strategies	Outcome	Timeframe	Goal Achieved
	Establish a register for students with ADHD and to disseminate information to staff, working with parents and medical professionals.	Liaison with parents / carers, and medical specialists. Inset given to teaching staff through training days and SEN Link meetings / information.	Register available in Learning Support Dept. for staff information. Staff aware of students and strategies in place for students.	September 2006-7 and to be regularly updated.	Staff and teaching assistants aware of students with AD/HD and medication used. Established routines for taking medication and effective back-up strategies in place.
	Raise staff awareness to availability of information on LEA database on North Tyneside websites.	Information on staff notice boards, Staff Inset, and by direct contact between curriculum leaders and SENCO.	Staff aware of availability of information and where to access LEA information via websites	September 2006—2007 and updated as information comes into school	Staff able to access LEA information as provided.
	Raise Staff awareness of hidden disabilities information available on school intranet.	ICT program available on school intranet for staff to access. SENCO to refer to during NQT / ITT training.	Staff able to access information and strategies to use with pupils with hidden disabilities.	October 2006 and on-going.	Staff able to access and use strategies to aid access.

MEDIUM TERM	Targets	Strategies	Outcome	Timeframe	Goal Achieved
	Specialist training for SEN teaching and classroom assistants to add to department and school expertise on up to date strategies to be used across a range of disabilities.	Access LEA training courses and identify any other training relevant to SEN staff. Staff to disseminate good practise to current and all new staff joining college.	Staff will develop a resource bank of information and support strategies which staff , parents/carers and students can access.	September 2006-2009	A resource bank of advice, strategies and good practice available for use. SEN staff able to give advice and support where needed across the curriculum. Confidential student information distributed to pastoral and teaching staff.
	Creation of KS3 and KS4 Curriculum materials for students on short term Exclusions.	Materials and resources from subject departments collated and organised into 3-day programmes in Padua. Classroom assistant to support and liaise with subject staff KS4. Supervision in Padua from senior and timetabled teaching staff.	Programmes available with matched resources, relevant to both key stages Monitored by designated SMT	September 2006-2009	Students able to access programmes supported by subject specific coursework through liaison with subject and designated staff.
	Establish collaborative information and practise sharing with the BEST team	Staff to meet with specialist staff and invite to give training. Establish regular meetings to discuss progress and relevant strategies to be used in college.	Shared information and good practice. Improved support for EBD students. Regular contact with Parent / Carers	September 2006—2009	Increased ability to effectively support a wider range of students with ESBD within mainstream. Programme of meetings planned.

MEDIUM TERM	Targets	Strategies	Outcome	Timeframe	Goal Achieved
	Improved access to information for parents / carers who communicate by signing.	Interpreters booked for parental consultation meetings. Appointment times increased. Discuss relevant strategies with education Support Staff specialists.	Parents / carers have quality access to consultation with staff.	September 2006 - 2009	Signers available for parent / carer —teacher consultations.

LONG TERM	Targets	Strategies	Outcome	Timeframe	Goal Achieved
	All new build to have physical access for those with mobility issues.	Planning and Development in line with Disability Act 2001.	Access into and around the physical building to be discussed and advice received from LEA Access Initiative, and disability support groups. Appropriate furnishings and equipment sought.	September 2006-2009	New build planning and work carried out in concordance with LEA regulations.
	Improved availability of laptops / word processors and ICT access for students with SEN.	Identification of SEN students requiring laptops for examination and classroom use. Funding for laptops to be secured.	SEN students able to use ICT in school and during exams, where relevant.	September 2006—2009	SEN students needing laptops have them to work in classrooms, at home and in examinations as required.
	To develop the use of the North Tyneside Portal for pupils to access work from home.	Coursework / homework / relevant communications posted by curriculum staff on NT Portal. Access through users with Broadband. Training for staff.	Pupils able to access coursework / homework and resources at home. Staff able to post resources for pupils and / or parents / carers.	September 2006—2009	Pupils able to use NT Portal when unable to attend school , or to complete homework tasks / access resources.