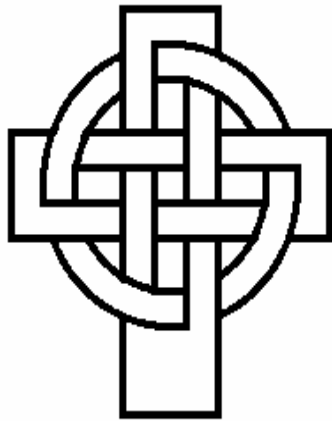


***St Thomas More
R C High School***



***Information
for Parents***



CONTENTS

PAGE NUMBER

Contents		1
St Thomas More RC High School		2
Aims		2 - 3
Admissions Policy		3 - 5
Contact with the School		5
Starting at St Thomas More		5
Will St Thomas More bring out the best in your child?		6
Pastoral Care of Student		6
Spiritual Life and Chaplaincy		6 -7
Uniform and Appearance		7
Behaviour		7
Working with Parents		7
Curriculum	Subjects Taught Teaching Groups Teaching Methods Homework Special Educational Needs Education for Personal Relationships Careers and Work Experience	8 - 9
Extra Curricular Activities	Physical Activity Music Foreign Exchanges and Visits Field Trips, Visits, Outdoor Activities Clubs	10 - 12
Facilities		12
Miscellaneous Information	School Day and School Year Provisional Dates Transport Lunchtime Arrangements Personal Property Charging Policy Child Protection Data Protection Admissions Data Route taken by students over 16 years old Statistics on Student Absence Provision for Disabled Students	12 - 15
Appendices	Appendix A Appendix B Appendix C	Reporting to Parents Examination Results Access Plan 2006 - 2009

ST THOMAS MORE RC HIGH SCHOOL

St Thomas More is a voluntary aided, Catholic comprehensive of approximately 1720 students, including a very strong Sixth Form of over 350. The school was established in 1988 to serve primarily the Catholic communities within St Oswin's Deanery. We have a very good, genuinely comprehensive intake 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 four times as outstanding following inspections in 1993, 1998, 2004 and 2007.
- Leading Edge School status from September 2004 (formerly Beacon Status, 1999).
- 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.
- DCSF Achievement Awards for Excellence 2001, 2002, 2003.
- Specialist Schools and Academic Trust Awards 2004, 2005, 2006, 2007, 2008.
- Outstanding Practice Award, Investors in People.
- Sportsmark, Healthy Schools Award.

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. A small building project completed September 2009 has further improved accommodation.

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 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 students 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 2010. 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 and 13.

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/Carer letter of support is required (see Note 1).**
 3. Children from committed Christian (as recognised by Churches Together in England – *see Note 2*) and other faith families who attend the primary schools listed above. **A Minister/Faith Leader's letter of support is required (see Note 2).**
 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/Carer letter of support is required (see Note 1).**
 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) (see Note 2 regarding letter of support).**

7. Children whose families wish them to attend the school.

Within each category listed above, consideration will be given to those with siblings (see Note 3) still in the school at the time of admission, then those with social or medial needs (see Note 4) and finally distance from the school (see Note 5).

Waiting List – If a student is refused admission, a waiting list is available where priority will be given according to the above criteria based on the information provided at the time of application. The waiting list will be open until the end of the Autumn term.

Notes

1. 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.
2. 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.

Churches Together in England (see www.churches-together.org.uk for further details on membership):

The Baptist Union
British Antiochian Orthodox Church
Cherubim and Seraphim Council of Churches
The Church of England
Church of God Prophecy
Church of Scotland (In England)
Congregational Federation
Coptic Orthodox
Council of African and Caribbean Churches
Council of Oriental Orthodox Churches
Ichthus Christian Fellowship
Independent Methodist Churches
Joint Council for Anglo-Caribbean Churches
Lutheran Council of Great Britain
The Methodist Church
United Reform Church
Wesleyan Holiness Church

3. Definition of siblings – sibling refers to brother or sister, half brother or sister, adopted brother or sister, or the child of the parent/carer's partner where the child for whom the school place is sought is living in the same family unit at the same address as that sibling.
4. Documentary evidence is required for medical or social reasons from an appropriate professional and this will be carefully considered.
5. Distance from the school – this will be measured in a straight line from the front door of the student's home address (including flats) to the main entrance of the school with those living closer to the school receiving the higher priority.

6. Parents/carers have the right to appeal against admission decisions made by the Governing Body.
7. The Governing Body will arrange **meetings for parents/carers** in school in September, in order to explain the admissions position and procedures, and to answer questions.
8. **We would ask you to fill in the application carefully, accurately, and as fully as possible. Letters of support should be sent by the Minister / Faith Leader / Parent / Carer directly to school c/o Clerk to the Governing Body.**
9. The deadline for application is **Friday, 23 October 2009.**

The Governors participate in the North Tyneside Council Co-ordinated Admissions Scheme and operate an equal preference allocation system.

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.

Mr C Brindle	-	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	-	Deputy Headteacher
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. 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?

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.

Our examination results are however extremely good and recognised by the DCSF as amongst the 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.

- “St Thomas More is an outstanding school” (Ofsted Inspection September 2007)
- “My children are truly happy and receive the best that education can provide” (Parental quote to Ofsted Inspectors, September 2007).

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 coordinates 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 School Counsellor.

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 who 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 break or lunchtime detention, referral to Head of Year and Senior Staff, placing on report. After-school detention is a possibility for older children, but 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 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 and Performing Arts Awards, as well as the ASDAN vocational course. The exact subjects available are reviewed each year.

Our Sixth Form is very strong, with over 350 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 students 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, Design Technology, ICT and PE.
Year	9	As in Year 8, with setting extended to Music and ICT.
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 students 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 approximately 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 students 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 students.

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 students.

Education for Personal Relationships

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

Careers and Work Experience

A programme of careers education is provided across year groups. Children are encouraged to explore many vocational areas, to learn how to make choices and decisions, and to research 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 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.

Physical Activity

We continue to offer an extensive and varied programme designed to encourage a positive attitude and lifelong commitment to a healthy lifestyle and exercise. A wide range of classroom lessons are further consolidated with a multitude of out of school hours opportunities. In recognition of this quality of provision we have once again been awarded Sports Mark from Sport England.

Out of School Hours Opportunities

Many students from all age groups attend sports activities before and after school. Clubs exist for all the major games and in other areas such as trampolining, badminton, cheerleading, hockey, dance and table tennis. These clubs have been successful in North Tyneside competitions with our KS3 cheerleaders and badminton players going on to represent the area. Rugby has also seen a resurgence of interest with the erection of new rugby posts on our field. The senior teams have had a particularly successful season beating some good quality 'rugby schools' in the area. In badminton due to great numbers of students playing, the development coach organised an evening club in our sports hall and numerous students now go on to play club badminton. A number are also part of the county set up attending training at our Sports College.

New opportunities this year include skipping and rowing.

Gifted and Talented Opportunities

Many of our gifted students attend opportunities within and outside of school. We were well represented at the recent North Tyneside Sports Awards gaining individual awards for leadership and sporting success. Leadership opportunities have become an increasingly important aspect of our work, the challenge being to consolidate excellent work in the primary schools with the extension of skills at KS3. At KS4 and KS5 we continue to offer Leadership qualifications in the form of Junior and Community Sports Leaders Award. This is used by our students to take on responsibility for their own activity groups in lower school, for example Year 7 dance opportunities were offered this year by Year 11 students.

At KS5 we have students who are currently attending the North Tyneside Leadership Academy. Talented students continue to be mentored by staff within school in an effort to reduce the stress and pressure associated with high level performance. On this note we have high hopes of Olympic representation in 2012!

Further Opportunities

Dance continues to be an important aspect of our work with many students accessing dance opportunities and representing the school at the Dance Festival. Many of our dancers are gifted and attend North Tyneside's gifted and talented opportunities – a performance at the Custom House in Newcastle is imminent.

Another successful **ski trip** took place in Italy in the last academic year – this annual trip is offered to all Year 8 students and a number of very positive and enthusiastic KS4 or KS5 students who have displayed leadership qualities throughout the year. The next scheduled trip is to the Austrian Alps. Inter form cricket and rounders takes place in the summer term where all students are given the opportunity to represent their form in these summer sports. Older students take on the role of officials and this is a great example of our students self programming their activities.

Following our brilliant **Sports Day** at Monkton Stadium we have had a tremendous response to athletics in school with over one hundred students taking up this opportunity to prepare for the Sports Day on 2 July 2009.

Music

The Music Department is gaining an increased local and regional reputation for the its diversity and provision of music education. St Thomas More is one of only 15 schools nationwide to be awarded ‘Musical Futures: Roland Champion School Status’ and the school has successfully delivered training on two occasions to music teachers in the North East. Coupled with this there has been an investment in ‘hands-on’ equipment and ICT software for students to access.

We use the services of 8 experienced visiting peripatetic teachers, who provide individual / small tuition in Brass, Woodwind, Voice, Keyboard, Guitar (Electric, Acoustic, Bass), and Drums. We are finding that the number of students wanting to learn a musical instrument is increasing, helped by our innovative Year 7 scheme, whereby each student plays either a Clarinet, Flute, Trumpet or Violin for 6 months for free.

The department adopts a practical approach towards learning and all students in the classroom develop their keyboard and guitar skills as well as performing in groups, composing their own music and developing their critical listening skills.

Larger numbers of students are being entered for (and achieving success in) external exams such as Associated Board Practical exams, Theory exams and for the first time the school has entered students for Rockscool exams on Electric Guitar, Bass Guitar and Drums.

Over 60 students from Year 7 – Year 13 from took part in the successful ‘Joseph and the Amazing Technicolor Dreamcoat’ production in January 2009 at the Royal Grammar School, Newcastle and students have certainly jumped at the chance of being involved in Performing Arts. Indeed, a new BTEC Performing Arts Course is being introduced through Music and Dance in September 2009 in Key Stage 4. Additionally large numbers of students participated in the Christmas Concert which saw performances from the Orchestra, Swing Band, Choir, Junior Band, Flute Quartet, Djembe Group, Handbells and soloists.

Foreign Exchanges and Visits

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

In 2009 German students will travel from North Tyneside’s twin town Oer Erkenschwick to visit their exchange partners who are students in our Year 9. Our students will visit them in Year 10. There will be a long weekend for Year 9 students in Northern France in June 2010. A similar trip is planned for Year 10 German students to The Rhineland.

During the year the department also organises more local events. Year 7 and Year 12 students will play host to the primary partnership schools for the annual X Factor singing competition in June. Key Stage 4 students will take part in a variety of activities and competitions organised by the University. Key Stage 3 students will participate in events such as 'Languages for Lads' to help them see the practical uses of languages in the world of work and to help them decide which language to take when it comes to Options in Year 9.

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 Design Technology rooms, four Food and Textiles Technology rooms, four Art & Design rooms with specialist facilities for photography, ceramics and screen-printing and three specialist Music classrooms. All departments have their own specialist classrooms in one area of the school. There are six 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 one full-time, and one part-time qualified Librarian. For Physical Education, we have extensive fields, netball and tennis courts, a gymnasium, Sports Hall and Dance Studio.

Full use is made of an extensive range of equipment in all departments including laptop computers, audio / visual equipment and interactive whiteboards.

A major building project was completed in September 2004 providing us with excellent, up to date accommodation in all areas. The project 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. A smaller building project completed in September 2009, has provided the school with eight new classrooms, a fourth Food / Textiles specialist room and extended Independent Learning facilities for Sixth Form students.

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 2010 / 2011

Monday, 6 September 2010 to Friday, 17 December 2010

Autumn Term

Tuesday, 4 January 2011 to Friday, 15 April 2011

Spring Term

Tuesday, 3 May 2011 to Friday, 22 July 2011

Summer Term

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 two 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. 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 Local Authority for dealing with cases of suspected child abuse, and we follow these procedures. A copy of our Child Protection Policy 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 is available in the information for parents section of our school website www.stmschool.org.uk

Admissions Data

The total number of applications for St Thomas More, received before the relevant deadline of Friday, 24 October 2008, was 462.

Route taken by students over 16 years old: 2008

St Thomas More Sixth Form College	70%
Other Further Education	16.5%
Employment	8.5%
Training	4.5%
Unemployed NEET	0.5%
Unknown	0%

Statistics on Student Absence

	<u>STM 2008</u>
Total number of students on roll of compulsory school age	1384
Percentage of student sessions missed through authorised absence.	4.7%
Percentage of student sessions missed through unauthorised absence.	0.1%

Provision for Disabled Students

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

Disabled students 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 Learning Difficulties and Disabilities (LDD) Policy and the school Disability Equality Scheme.

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

Information regarding school policies (see list below) is available on the school website www.stmschool.org.uk

A hard copy of any of the policies is available on request.

- Behaviour Policy
- Bullying Policy
- Child Protection Policy
- Collective Worship Policy
- Complaints Procedure Policy
- Curriculum Policy
- Disability Equality Scheme
- Drugs Policy
- Equal Opportunities Policy
- Health & Safety Policy
- Race Equality Policy
- Sex Education Policy
- Learning Difficulties and Disabilities Policy

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

- Chair of Governors
- Examination Boards and Syllabi used
- Ofsted and Denominational Inspection Reports are available on the school website or alternatively hard copies can be requested from the Clerk to the Governors c/o the school.

Calendar for Reporting to Parents 2009–2010

Autumn Term

September

Tuesday 29 September Year 11 Interim Reports to be completed by subject staff

October

Thursday 1 October Year 7 Parents Evening with Form Tutors

Monday 5 October Year 11 Interim Reports to parents this week

Thursday 15 October Year 11 Parents Evening

Wednesday 21 October Year 13 Interim Reports to be completed by subject staff

November

Tuesday 3 November Year 12 Parents Evening

Monday 9 November Year 13 Interim Reports to parents this week

Wednesday 18 November Year 9 Interim Reports to be completed by subject staff

Monday 23 November Year 9 Interim Reports to parents this week

December

Wednesday 2 December Year 10 Parents Evening

Thursday 3 December Year 8 Interim Reports to be completed by subject staff

Monday 7 December Year 8 Interim Reports to parents this week

Tuesday 8 December Year 12 Interim Reports to be completed by subject staff

Thursday 10 December Year 13 Parents Evening

Monday 14 December Year 12 Interim Reports to parents this week

Spring Term

Friday 8 January Year 7 Reviews to be completed by subject staff

Friday 15 January Year 7 Reviews to be completed by form tutors

Monday 18 January Year 11 Final Report to be completed by subject staff

Wednesday 27 January	Year 9	Parents Evening (THOMC)
Thursday 28 January	Year 11	Final Report to be completed by Form Tutors

February

Monday 1 February	Year 7	Reviews to be sent out to parents this week
Thursday 4 February	Year 9	Parents Evening (ASREL)
Monday 8 February	Year 11	Final Report to parents this week

March

Tuesday 16 March	Year 12	Reviews to be completed by subject staff and Form Tutors
Thursday 18 March	Year 13	Reviews to be completed by subject staff and Form Tutors
	Year 8	Parents Evening (THOMC)
Tuesday 23 March	Year 10	Interim Reports to be completed by subject staff
Wednesday 24 March	Year 8	Parents Evening (ASREL)
Monday 29 March	Year 10	Interim Reports to parents this week
Monday 29 March	Year 12	Reviews to parents this week
Monday 29 March	Year 13	Reviews to parents this week

Summer Term

May

Monday 10 May	Year 7	Interim Reports to be completed by subject staff
Monday 17 May	Year 7	Interim Reports to parents this week

June

Wednesday 9 June	Year 10	Reviews to be completed by subject staff
Monday 14 June	Year 9	Final Reports: subject and Form Tutor comments to be completed
Thursday 17 June	Year 10	Reviews to be completed by Form Tutors
Tuesday 22 June	Year 8	Reviews to be completed by subject staff
Thursday 24 June	Year 7	Parents Evening (THOMC)

Monday 28 June	Year 8	Reviews to be completed by form tutors
Monday 28 June	Year 9	Final Reports to be sent out this week
Wednesday 30 June	Year 7	Parents Evening (ASREL)

July

Monday 5 July	Year 10	Reviews to parents this week
Monday 12 July	Year 8	Reviews to parents this week

STUDENT ACHIEVEMENT 2009

1. KEY STAGE 3, YEAR 9

St Thomas More Results

This table shows the percentage of Year 9 children achieving each level in 2009.

	English	Maths	Science
Percentage achieving a Level 5 and above	87%	91%	82%
Percentage achieving a Level 6 and above	42%	63%	48%
Percentage achieving a Level 7 and above	13%	36%	17%
Percentage achieving a Level 8 and above	N/A	11%	N/A

National Results

These tables show the percentage of Year 9 children nationally achieving each level in 2008.

	English	Maths	Science
Percentage achieving a Level 5 and above	73%	77%	72%
Percentage achieving a Level 6 and above	33%	58%	42%

2. GCSE

This table shows the percentage of our students achieving the levels indicated, in 2009, compared with our figures for 2008 and with the national figures for 2009. There were a total of 272 students in the year group.

	Achieving 5+ A* - C	Achieving 5 + A* - G	Entered 5 + GCSE's
St Thomas More 2009	77%	98%	99%
St Thomas More 2008	83.3%	99%	99%
<i>National 2009</i>	<i>67%</i>	<i>98%</i>	-

2009 GCSE Results by Subject

	A*	A	B	C	D	E	F	G	U	No. of Students Entered
Art	7	11	17	24	15	9	2	0	0	85
Business Studies	0	4	9	33	20	12	2	1	1	82
D & T Electronics	0	3	1	2	3	0	0	0	0	9
D & T Food	0	7	8	13	12	4	0	0	0	44
D & T Graphics	1	5	5	14	9	0	0	0	0	34
D & T Materials	0	6	9	25	15	0	0	0	0	55
D & T Textiles	0	3	4	3	1	1	0	0	0	12
English Language	10	36	70	92	51	11	0	1	0	271
English Literature	20	74	83	52	14	5	1	1	1	251
Geography	7	26	30	48	34	7	2	2	0	156
Health & Social Care* <i>*Equivalent to 2 GCSEs</i>	0	4	7	9	14	8	4	0	0	23
History	3	26	29	29	23	12	9	1	0	132
ICT (Computing)	2	15	27	43	9	1	0	0	0	97
Mathematics	20	26	42	81	58	28	11	4	0	270
MFL - French	5	5	5	17	16	10	1	0	0	59
MFL – Spanish	3	11	8	24	30	15	9	0	0	100
MFL - Polish	0	2	0	0	0	0	0	0	0	2
Music	1	4	6	5	3	1	1	0	0	21
Physical Education	4	14	14	14	7	0	0	0	0	53
Religious Education	25	50	86	60	28	13	7	2	0	271
Science (Single Award)	3	19	50	86	38	16	3	1	0	216
Science (Applied)	0	0	4	62	50	11	2	0	2	131
Science (Additional)	2	19	42	9	1	1	0	0	0	74
Separate Science:	Biology	15	15	22	3	0	0	0	0	55
	Chemistry	17	18	17	3	0	0	0	0	55
	Physics	11	23	18	3	0	0	0	0	55

GCSE (continued)

Average point score per student **2009** : 430

Average point score per student 2008 : 423.73

<u>Year</u>	<u>5 + A* - C Trend</u>	<u>5 + A - G Trend</u>
2009	77%	98%
2008	83.3%	99%
2007	82%	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 and details are given below:

ICT – CIDA (*equivalent to 2/3 GCSEs*)

No. of Students Entered	GCSE Grades
10	AAA – 2 students BB – 2 students CC – 6 students

B.TEC PE (*equivalent to 2/4 GCSEs*)

No. of Students Entered	GCSE Grades
13	A*A*A*A* – 4 students AAAA – 1 student BBBB – 2 students CCCC – 3 students CC – 1 student

3. A2 LEVEL (ADVANCED LEVEL)

2009 Results by Subject

	A	B	C	D	E	U	No. of Students Entered
Art & Design	4	3	3	4	1	0	15
Biology	5	4	6	5	4	1	25
Business Studies	1	8	8	5	1	0	23
Business Studies (Applied)* <i>*Equivalent to 2 A Levels</i>	1	1	2	5	1	0	5
Chemistry	5	5	4	4	0	2	20
D & T: Food Technology	0	1	1	1	1	1	5
D & T: Product Design	2	6	6	0	2	0	16
Geography	9	6	9	9	4	0	37
General Studies	0	0	0	6	2	0	8
Health & Social Care (Applied)* <i>*Equivalent to 2 A Levels</i>	0	1	1	0	2	0	2
History	7	10	6	0	0	0	23
Information Technology	1	3	2	4	3	0	13
English Language	3	6	4	0	0	0	13
English Literature	13	12	5	1	0	0	31
English Language / Literature	4	5	7	5	0	0	21
Mathematics	7	4	5	7	2	0	25
Mathematics (Further)	3	1	1	0	0	1	6
MFL - French	0	1	3	1	0	0	5
MFL – Spanish	0	2	0	1	2	0	5
Physical Education	2	2	2	4	2	0	12
BTEC Physical Education* <i>*Equivalent to 2 A Levels</i>	11	1	0	0	0	0	6
Physics	2	3	2	4	0	0	11
Psychology	17	9	7	6	1	0	40
Religious Education	2	10	22	15	5	0	54

Average points score per candidate **2009** : **801**

Average points score per candidate 2008 : 694

4. AS LEVEL

2009 Results by Subject

	A	B	C	D	E	U	No. of Students Entered
Art	3	3	6	9	6	1	28
Biology	13	12	11	12	5	3	56
Business Studies	3	3	5	4	5	3	23
Business Studies (Applied) <i>*Equivalent to 2 AS Levels</i>	0	3	5	6	2	0	8
Chemistry	6	7	6	7	5	10	41
D & T: Food Technology	0	2	2	1	1	0	6
D & T: Product Design	0	4	6	5	0	1	16
Geography	7	11	4	9	6	8	45
General Studies	17	22	28	29	14	13	123
Health & Social Care (Applied)* <i>*Equivalent to 2 AS Levels</i>	0	2	8	5	11	8	17
History	5	11	13	6	2	0	37
Information Technology	1	6	6	3	5	5	26
English Language	5	7	8	9	5	0	34
English Literature	12	4	13	3	3	0	35
English Language / Literature	2	4	8	5	0	0	19
Mathematics	8	10	16	10	7	17	68
MFL - French	3	2	1	0	0	0	6
MFL – German	1	2	2	1	1	1	8
Physical Education	3	3	3	3	0	0	12
Physics	1	2	2	5	6	6	22
Psychology	13	12	20	7	6	2	60
Religious Education	14	14	17	13	4	3	65

Please note

All of the above results re: 2009 (KS3, GCSE and Post –16) are **provisional at this stage** and need to be validated later in the year.