

School Prospectus

2010-2011



Cardinal Hume Catholic School

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Deputy Head Teacher: Dr W. Penny
Chair of Governors: Fr. A. Duffy

Welcome to our new look prospectus for the Academic Year 2010-2011.

We hope you will find it informative

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Cardinal Hume is a Voluntary Aided Catholic Comprehensive School providing for the educational needs of 11-19 year old students from East Gateshead.

Number on School Roll	1028
Number of students in years 12 & 13	136
Number of pupils for Year 7 in 2009-2010	205

Cardinal Basil Hume

Born 1923, died 1999

Born George Hume in Newcastle upon Tyne in 1923 to a Scottish father and French Catholic mother. He is remembered for his work with the homeless, his love of football and for uniting his church to a state of harmony not previously seen for 400 years.

Hume decided to become a monk at the age of ten. He joined Ampleforth Monastery in 1941, taking them name Basil, and his solemn vows in 1945. He studied in Oxford and Fribourg then was ordained in 1950.

Returning to Ampleforth, he became Assistant Priest in the village and a teacher in the school, eventually becoming Head of Modern Languages and school rugby coach. He also taught dogmatic theology to the monks in training.



Hume progressed fast: he was elected to represent Ampleforth in the General Chapter of the English Benedictine Congregation in 1957, then elected Magister Scholarum. In 1963, he was elected Abbot of Ampleforth and it was in this role that his talent for keeping the peace and promoting harmony started to show. He became Archbishop in 1975 and was promoted to Cardinal in 1976 and became president of the Council of European Bishops' Conferences between 1978-87 and president of the Bishops' Conference of England and Wales 1979-99.

He encouraged work with young homeless people through the Society of St Vincent de Paul and in 1986 founded the Cardinal Hume Centre for young people at risk. He even opened the Cathedral Hall to those sleeping rough. Throughout his life he remained a humble and approachable man, preferring to wear a monk's habit instead of his Cardinal's robes.

So adept was Cardinal Hume at promoting harmony, the position of Roman Catholics in Britain moved from one of slight suspicion to one of unthinking acceptance. The Queen rewarded his remarkable achievements shortly before his death on 17th June 1999 with the Order of Merit.

Mission Statement

The mission of Cardinal Hume School is to develop each member of the school community so that everyone involved can reach her/his full potential in the light of the teaching of Christ and the values portrayed in the Gospels.

AIMS

- To develop in students a knowledge of the Catholic faith and a respect for the spiritual and moral values intrinsic to it.
- To enable all students to develop as fully as possible in all aspects of their school life.
- To help students develop lively, inquiring minds and the ability to question and argue rationally and the flexibility to cope with the demands of a complex fast changing modern society.
- To prepare students for adult life and fit them for productive roles at work, in the community, at home and at leisure by providing them with the necessary knowledge, concepts, skills and attitudes.
- To help students communicate by using language and number effectively.
- To help students understand the physical world in which they live.
- To help students appreciate the interdependence of individuals, groups and nations and provide them with basic social, economic and political awareness.
- To help students develop their aesthetic appreciation by introducing them to a wide variety of experiences.
- To provide society with young adults with the knowledge, concepts, skills and attitudes it needs.
- To provide students with the knowledge to keep themselves fit and healthy.
- To develop high standards of behaviour, good manners, and to show the students the need for these.
- To help students gain external qualifications commensurate with their ability.
- To provide students with the knowledge, concepts, skills and attitudes necessary for further learning.
- To develop and sustain high academic standards.

Both Ofsted And The Diocese Judge Our School To Be Outstanding

We would like to share with you some of the comments from our Ofsted inspection in November 2008 when our school was judged to be outstanding:

“Cardinal Hume is an outstanding school, providing a stimulating and challenging environment for all its students”

“Leadership and management are outstanding”

“...behaviour is exemplary. Students are polite considerate and courteous to each other”

“The curriculum is outstanding, and is at the cutting edge of using technology to aid students’ learning.”

“The school’s support for individual students is outstanding. Exceptional high quality care ensures that students feel secure and safe....”

All of the judgements about the school feed into 2 key measures that determine the school's overall grade:

	Ofsted Judgement
Overall Effectiveness of the School	1
Key measures	
How well does the school meet the needs of individuals and different groups of pupils at all stages of their education?	1
What is the school’s capacity for sustained improvement?	1

As you will notice the school was judged to be outstanding in both key areas.

Our school was also inspected by the Diocese of Hexham and Newcastle in January 2009. Again the school was found to be outstanding.

“Cardinal Hume is an outstanding Catholic school with a strong sense of community at the heart of its vision. The vision of the governors, Headteacher, senior and other leaders has been transformational, giving a clear direction to the school.”

“Provision for Collective worship is outstanding and of high quality. There is a well structured programme which provides the basis of the prayer life of the school.”

“A powerful sense of community pervades every aspect of life at Cardinal Hume. Its contribution to the promotion of community cohesion is outstanding. The mission statement is lived out in all aspects of school life and every person is treated with care and tolerance”.

See both reports in full on www.cardinalhume.com.

Cardinal Hume - Investing in Young People: Children Who Feel Valued

In a school of 1028 students, it is important that each individual feels secure, confident and valued. Our pastoral system is designed to do just that.

On entry to our school, each student is allocated to one of four houses: St Bede, St Aidan, St Cuthbert or St Oswald. Working under the general co-ordination of a Head of House, each teacher has pastoral responsibility for a group of around 30 students. Through a planned pastoral programme, the tutor addresses the social and emotional needs of students and supports their learning and development.

Progress in learning is also enhanced by a system of target setting; supported by a team of Pastoral Mentors who ensure that each individual is provided with the necessary help to achieve their potential.

Essential to the valuing of the individual is the system of PRAISE, whereby students are awarded merits for academic and social achievement set against a background of healthy inter-house competition.

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

SPECIAL NEEDS

The School's provision for children with special educational needs aims to:

1. Create an environment where children with special educational needs feel welcome and where their special needs are addressed as far as resources allow.
2. Integrate students with special educational needs into the full life of the school.
3. Seek to minimise, as far as possible, the educational disadvantage that results from special educational needs.
4. Seek to make the necessary provision to maximise the performance of special needs students.

Our SEN pupils do well. A copy of the SEN arrangements can be obtained from the school.

SEX EDUCATION

Education on sexual matters will include both the moral and physical aspects of this topic and will be covered in Religious Education and Biology lessons where appropriate, in a suitable context and within the general religious and moral attitude of the school. It provides knowledge about the processes of reproduction and the nature of sexuality and relationships.

It encourages the acquisition of attitudes which allow students to manage their relationships in a responsible and healthy manner. Parents may withdraw their children from all or part of the sex education provided.

Partners in Learning

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

There are specific ways in which we would ask the support of parents:

- regular and punctual attendance is essential if students are to achieve their best;
- parental support in ensuring that homework is completed satisfactorily and on time aids the effective delivery of the curriculum;
- membership of the Cardinal Hume Association offers parents and teachers the opportunity to co-operate in social and fund raising events for the general good of our school. All parents and friends are encouraged to support our charitable and fund raising efforts as we seek to fulfil our Christian Mission;

Parents' consultation days following the issue of academic reports, are an important aspect of parent/teacher co-operation. It is on such evenings that potential problems may be highlighted and therefore addressed.



COLLECTIVE WORSHIP

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

PARISH	PRIMARY SCHOOL
St. Alban's Pelaw	St. Alban's Primary School, Pelaw
St. Anne's, Harlow Green	St. Anne's Primary School, Harlow Green
St. Augustine's, Leam Lane	St. Augustine's Primary School, Leam Lane
St. Patrick's, Felling	St. John the Baptist Primary School, Felling
St. Joseph's, Birtley	St. Joseph's Junior School, Birtley
St. Joseph's, Gateshead	St. Joseph's Primary School, Gateshead
St. Oswald's, Wrekenton	St. Oswald's Primary School, Wrekenton
St. Peter's, Low Fell	St. Peter's Primary School, Low Fell
St. Wilfrid's, Gateshead	St. Wilfrid's Primary School, Gateshead



Our Fantastic Building

The children and staff of Cardinal Hume Catholic School are housed in a £24 million state of the art school built on a new greenfield site (Whitehouse Lane). The school is designed to accommodate 1200 students. The new school is a landmark building 'jam packed' with the latest available technology. Students, staff and the community benefit from a purpose built bespoke design that has the education, welfare and comfort of its primary users (the children and staff) at its core.



Above is a front view of the new Cardinal Hume building

Every classroom is equipped with the latest wireless technology as well as hardwired computer facilities, interactive projectors and broadband access. The classrooms, specialist areas and other learning environments in and around the new school are designed in order to maximize students' learning opportunities and also to provide teachers with facilities and provision that are second to none.

The new school is equipped with a four court sports hall, dance studio, music recording studio, film and AV studio as well as a dedicated and purpose built 6th Form centre which contains study and ICT areas as well as social spaces inside and outside of the school.

However, one of the most striking features of the new school is the library and atrium space at the heart of the building. The library is placed centrally in order to allow ease of access for the whole school. The area below the library is part of a huge indoor social space that is large enough to accommodate all of the children in school easily during bad weather.



One of our new science classrooms

The outdoor facilities are also very impressive, consisting of a number of grassed and hard court areas dedicated to sport and PE, coupled with a variety of purpose built social and recreational areas for student use during break and lunchtimes. Access onto and off the site has been carefully planned and designed to ensure the safety of the students travelling on foot, by car or bus.



Facade of the new library

Vehicles and pedestrians have their own dedicated access routes. School buses travel onto the site in order that students may alight safely at all times. A network of CCTV cameras, hi-tech security systems and carefully designed landscaping ensure that students, staff and anyone who uses the building or site are safe and secure.

In the Classroom

In common with most Comprehensive Schools, Cardinal Hume provides a broad curriculum for all with an increasing element of personal choice offered as students become older. The academic work



Staff are always there to help

of the school is organised into departments, run by experienced Heads of Department and well qualified staff. Each department offers a variety of courses that are adapted to suit the varying abilities of students and uses a variety of teaching styles such as whole class teaching and group work to suit the objectives of the lesson. During the course of the school week, 24 hours are spent on departmental teaching and a further 2 hours 5 minutes on pastoral duties.

In Year Seven students are banded according to their ability. They are then divided into teaching groups within the band. Year Seven is regarded as a diagnostic year and the banding is not considered as final. All students follow a common curriculum and their progress is carefully monitored so that banding can be adjusted at any stage. Students with special learning difficulties are taught in smaller groups.

At the beginning of Year Eight students are banded according to their ability.

Year Nine sees a continuation of this organisation, leading to Key Stage 3 assessment during the Summer term.

Years Ten and Eleven are identified as a two-year programme of study leading to Key Stage 4, assessed through the GCSE, Applied and/or Vocational examinations during years ten and eleven.



At this stage students study subjects at greater depth. They follow a common core curriculum, but also choose from a list of optional subjects, ensuring, through staff guidance, that the choice is balanced. Parents are closely involved in the option process. A Parents' Evening affords parents the opportunity of discussing children's potential with subject and careers staff.

Years Twelve and Thirteen most students choose to return to school to pursue Sixth Form Courses which lead to qualifications at GCE Advanced Level, Applied Advanced Level and National Diplomas and Certificates.

Careers Education is an integral part of the school's pastoral programme and highlights Key Stage Four (Year 9), Post-16 (Year 11) and further Careers and Higher Education (Years 12 and 13). The careers programme is delivered as part of the pastoral enrichment programme through the year groups. Action plans are introduced in Year Seven and concluded in Year Eleven with an individual interview with a Connexions Personal Assistant. From July, Year 10 students will be given the opportunity of a work experience placement as an introduction to the world of work. The school is delighted to acknowledge its strong links with industry and commerce, essentially with the local employers through whom the majority of work experience placements are organized.

The School Curriculum

Key Stage 3 All students study a broad range of subjects which include:

English	Chemistry
Mathematics	Physics
Religious Education	French and/or Spanish
Biology	History
Design Technology	Physical Education – including Dance
Food Technology	Art
Information Technology	Geography
Music	PSHE and Citizenship

The students gain experience of a variety of subject areas in a broad and balanced programme of study.



Key Stage 4 All students study:

Religious Education	Double or Triple Award Science:
English	• Biology
Mathematics	• Chemistry
Physical Education	• Physics
ICT	PHSE and Citizenship

THE OPTION SYSTEM - ROUTE A

Students study a Modern Foreign language and 3 further subjects from:

Fine Art	Geography
Graphic Design	Art History
Business Studies	Music
Design Technology	Sport
Food Technology	A second Modern Foreign Language

Students following this route may opt for a Higher Diploma in IT and one additional GCSE instead.

THE OPTION SYSTEM - ROUTE B

Success in a Vocational Level 2 course is the equivalent to 4 GCSE passes at Grade C or above.

Students who choose this route select a vocational course to go with the compulsory GCSE subjects.

VOCATIONAL OPTIONS:	
Art and Design	Health and Social Care
Business Studies	Information Technology
Construction	Travel and Tourism

ADDITIONAL APPLIED LEARNING

Students also have the opportunity to supplement their school-based learning with Applied Learning through Gateshead College and Young Apprenticeship Providers. Recent options have included Hairdressing, Motor Vehicle, Construction, Business Administration and Science.

Sixth Form Sixth Form We offer a broad curriculum to cater for all students who wish to continue with education post 16. The courses offered are:

1. A comprehensive range of GCE Advanced Level courses available in:

Art and Design	Geography
Biology	History
Chemistry	Mathematics
Christian Theology	Further Mathematics
Design and Technology	Music
English Language	Physics
English Literature	Spanish
French	Business Studies

2. Two year National Vocational qualifications (Certificate, Diploma, Extended Diploma):

Art & Design	Sport
Business	Science
Health and Social Care	Travel & Tourism
ICT	

A brochure outlining Sixth Form opportunities is supplied to all students in Year Eleven.

ENRICHED CURRICULUM

SPORTING ACTIVITIES

The PE department runs a wide range of clubs and teams both at lunchtimes and after school.

These include;

- Athletics
- Badminton
- Cricket
- Cross Country
- Cyber Coach
- Dance
- Dry Rowing
- Fitness
- Football (Boys and Girls)
- Gymnastics
- Rounders
- Rugby (Boys and Girls)
- Sportshall Athletics
- Table Tennis
- Tennis
- Trampolining
- Triathlon
- Ultimate Frisbee
- Volleyball (the school is the local satellite centre for volleyball)



Cardinal Hume Catholic School teams are entered into many leagues, tournaments and festivals throughout the academic year.

Many pupils have gained district, regional, county and national recognition in their chosen sports. This is supported by our Gifted and Talented programme where pupils are offered support from their allocated mentor.

We have many leadership opportunities available for our pupils running Sports Leaders Awards at Level 1 and 2 as well as Step into Sport Awards.

We are a SPORTSMARK school.

BRINGING LANGUAGES TO LIFE

France, Spain and Germany may seem a long way from Wrekenton, but with the Modern Foreign Languages pen-pal club you can shorten the distance to these places considerably. In recent years pupils from year 7 and year 8 have met at lunchtimes to write letters helped by some of our older linguists.



Our students have visited Paris

TRAVEL, TRIPS AND EXCURSIONS

International travel remains at the top of the agenda at Cardinal Hume. A number of sixth form students from the History department visited Auschwitz as part of a course run by the Holocaust Educational Trust.

In addition to this in recent years students studying History, French, Art and Theology have enjoyed a fantastic week in the beautiful city of Paris. Major attractions included strolling along the Champs-Élysées, walking up the steps of the Eiffel Tower and a trip on a Bateau Parisien on the romantic River Seine.

The Art students had the opportunity of a lifetime to experience the delights of the Louvre and Musee d'Orsay including the Mona Lisa and the works of Monet and Van Gogh. The History students were able to gain valuable knowledge of the French Revolution and Napoleonic era, whilst the Theology students experienced the grandeur of the Sacre Coeur and Notre Dame.

In February a group of pupils from year 8 to 11 enjoyed an outward bound residential visit to the Lakes, participating in a range of activities including fell walking, swimming, rock climbing and orienteering. Great fun was had by the pupils and staff alike, with huge falls of snow only adding to the fun, although there were many aching feet and snuffling noses by Sunday afternoon.

In May this residential trip was repeated in a great deal warmer weather and by all accounts was also a resounding success.



MUSIC FOR ALL

The school band rehearses during lunchtimes, as does the school choir and string group. Students are usually expected to have reached grade 2 standard to play in the band, but there are no auditions for the choir. Rehearsals continue throughout the year in preparation for a number of performances e.g. the annual Advent Services, the Spring Cabaret, occasional lunchtime events and other

liturgical events in school. All students who play an instrument at their junior school are guaranteed lessons and an instrument when they join us in Yr 7. There is no charge for this. There are also opportunities for some pupils to take up an instrument for the first time.

ANNUAL PRODUCTIONS

Each summer term the school produces a large scale Musical, with performances in the penultimate week of term. Auditions are open to all pupils except those in Yr 11 and Yr 13. The production involves a large team of staff and students who are involved in singing, dancing, acting, technical and back stage work, promotions and art work. Recent productions include 'Return to the Forbidden Planet' and 'Joseph and the Amazing Technicolor Dreamcoat'. The intensive schedule of rehearsals take place during lunchtimes and after school, with all day rehearsals on Sundays before opening night. The show is very hard work but lots of fun, and we are always keen to welcome anyone interested in helping out in any way.



CLUBS

There are a whole host of other clubs and activities based in and around a variety of subject or extra curricular areas available for all students. The types of clubs that are available and have been provided have included Chess, Textiles, Maths, Computing, Graphics, Poetry, Book and Readathons, Aerobics and Swimming just to name a few.

Essential Information

SCHOOL UNIFORM

The wearing of school uniform is compulsory. Badges and ties, as well as items of sports kit, are available from school. Uniform issues related to matters of religious observance will be dealt with, and may be granted, at the Headteacher's discretion. However, regardless of any other decision, a student's face must remain fully visible at all times and may not be covered in any way. Every article must be clearly marked with the owner's name.



YEARS SEVEN to ELEVEN

BOYS:	GIRLS:
Black blazer	Black blazer
Black regulation school trousers	Black skirt/school trousers
Regulation white shirt	Regulation white shirt
Black V-necked (jumper)	School tie (worn to correct length)
School tie (worn to correct length)	Outdoor coat (not denim)
Outdoor coat (not denim)	Black shoes (not trainers)
Black shoes (not trainers)	

YEARS TWELVE to FOURTEEN

Black school trousers/skirt	Sixth form tie
White shirt/blouse	Outdoor coat (not denim)
Black V-necked sweater (if worn)	Black shoes (not trainers)

All pupils must wear their personal identity card at all times while in school.

HOMEWORK

Homework at Cardinal Hume School is compulsory for all students.

PHYSICAL EDUCATION

All students take part in Physical Education lessons and are excused only on medical grounds; written confirmation would be required by the school. All students must bring a towel to all PE lessons.

PE KIT

Purple polo shirt with school logo	Girls - Black sweatshirt with logo
Black shorts	Boys - Purple & black rugby top
Optional - Black tracksuit bottoms	Black football socks
Optional - Black rain jacket	Boys will need football boots
	Training shoes & towel

BAG

It is essential that every student be provided with a rucksack, holdall or appropriate bag for conveying exercise and text books to and from school. This is to ensure that books are kept in good condition.

PENS

All students must provide their own pens, pencils, rubbers and rulers and they must have them at all times.

Calculators are sold in school.

DICTIONARIES

Parents are urged to provide their children with an English Dictionary to help them in their work. The school will provide a Bible which is used constantly throughout the school in Religious Education lessons. Parents are also asked to provide a French and/or Spanish dictionary as appropriate.

Advice is given by the school in Year Seven.

ART

For some aspects of art work, students must have an apron or old shirt to protect clothing.

TECHNOLOGY (FOOD)

All students must have a cookery apron and a basket or biscuit box to carry ingredients and dishes.

CRAFT/DESIGN/TECHNOLOGY

Students must have an apron to protect their clothing.

JOURNEY TO SCHOOL

Scholars' buses are provided by the Local Authority for all students travelling from Birtley, Wardley, Heworth, Leam Lane, Felling, Windy Nook, Low Fell and Gateshead.

SCHOOL SESSIONS

MONDAY – THURSDAY		
Registration	08.45 - 09.00	
Period 1	09.00 - 10.00	
Period 2	10.00 - 11.00	
Break	11.00 - 11.15	
Period 3	11.15 - 12.15	
Period 4	12.15 - 13.15	(Lunch for Years 7,8,9)
Period 5	13.15 - 14.15	(Lunch for Years 10,11)
Period 6	14.15 - 15.15	
	15.15	(School ends)

6th Form lunch will occur either period 4 or 5, depending on subjects studied.



FRIDAY		
Registration	08.45 - 09.00	
Period 1	09.00 - 10.00	
Period 2	10.00 - 11.00	
Break	11.00 - 11.15	
Period 3	11.15 - 12.15	
Period 4	12.15 - 13.35	(Lunch and PSHE)
Period 5	13.35 - 14.35	(Enrichment)
	14.35	(School ends)

ATTENDANCE

Parents are expected to send their children to school regularly and punctually.

ABSENCE

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

RATES OF AUTHORISED AND UNAUTHORISED ABSENCE

1. Number of students of compulsory school age on roll for at least one session...1028
2. Percentage attendance...93.01%
3. Percentage of authorised absences...5.81%
4. Percentage of unauthorised absences...1.18%

SCHOOL HOLIDAYS

Parents will be informed when holidays are agreed by governors.

STANDARDS OF BEHAVIOUR

High standards of discipline and courtesy are expected at all times. This is primarily achieved by a system of praise and encouragement designed to motivate the students to achieve the high level expected. Although all would agree that the best form of discipline is self-discipline, the high standards expected will be vigorously enforced if necessary. When breaches of school rules lead to after school detention, 24 hours' notice will be given.

LIBRARY

The library is open from 8.30 am to 4.30 pm. Monday to Friday. Years Seven to Thirteen students have the privilege of using it as a lending library and a study area.

EDUCATIONAL VISITS

Visits to places of historical, geographical, cultural, artistic or industrial interest will be a normal part of the school curriculum. Occasionally there will be visits, at home and abroad, of a recreational as well as an educational nature. There are some adventure weekends.

SCHOOL FUND

The school provides many extras for its societies and assists activities which cannot be financed from Local Authority sources.

The money to finance these activities has to be raised by the school. Parents are urged to give their wholehearted support to our various fund raising projects.

SCHOOL MEALS

Our catering service is run by the LA, who provide meals in accordance with the National Nutritional Standards for lunches in secondary schools. Meals are cooked on the premises and are paid for by pupils on a daily basis. Those students who wish to bring packed lunch may do so. Students may apply for a lunchtime pass if their home address is in the immediate area of the school to allow them to return on time for the afternoon.

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

SCHOOL CLUBS AND SOCIETIES

Clubs and Societies involving a variety of different activities take place in the school. These are intended to give the students the opportunity of developing personal interests as well as entering more fully into the community life of the school.



Governors' Admission Policy

ADMISSIONS ARRANGEMENTS FOR CARDINAL HUME 2010-2011

The admissions arrangements for 2010 and onwards have to comply with a new statutory framework.

1. ADMISSION NUMBERS

1.1 Admission number for year 7, September 2010	190
1.2 Admission number for year 12, September 2010	040

Primary Feeder Schools for Cardinal Hume.

SCHOOL	PARISH CLUSTER
1. ST ALBAN'S	PELAW
2. ST JOHN THE BAPTIST	
3. ST JOSEPH'S	GATESHEAD (CENTRAL)
4. ST WILFRID'S	
5. ST ANNE'S	LOW FELL
6. ST PETER'S	THE ANNUNCIATION
7. ST OSWALD'S	WREKENTON
8. ST AUGUSTINE'S	LEAM LANE
9. ST JOSEPH'S	BIRTLEY

2. APPLICATIONS FOR ENTRY INTO YEAR 7

- 2.1 Applications procedures and timetables will follow the locally agreed co-ordinated scheme with Gateshead LA.
- 2.2 If there are more places than applicants then all applicants will be accepted.
- 2.3 If there are more applicants than available places the School will consider the children's applications using the 'Equal Preference System'. All applicants will be ranked using the published over-subscription criteria and tie breakers.
- 2.4 If there are more applications than places available then the Governors will apply the oversubscription criteria as outlined on the attached sheet.
- 2.5 Late applications can be made and may be considered if deemed to be exceptional and will be handled by us as an Admission Authority within the requirements of the co-ordinated secondary scheme.
- 2.6 The Governors reserve the right to declare an application null and void or to withdraw an offer of a place if any of the information submitted is false.
- 2.7 Applicants refused admission to year 7 are entitled to appeal to an independent appeals panel.



3. WAITING LIST

- 3.1 If the school has reached its admission number a Waiting List will be maintained from 26th March 2010.
- 3.2 Any parent can request that their child be placed on the waiting list in accordance with the admissions criteria.
- 3.3 Children will be placed on the waiting list according to the oversubscription criteria with the exception of those children in point 3.6. (below)
- 3.4 The length of time some one has been on the waiting list will not be taken into account for the purpose of the allocation of places
- 3.5 The school will continue to maintain the waiting list during the corresponding school year and outside the normal year of entry.
- 3.6 Children who are referred for admission through the In Year Fair Access Panel and who are without a school place will go to the top of the waiting list but not above those children who are “Looked after”.

4. ADMISSION INTO YEAR 12

- 4.1 The minimum entry requirement for admission into year 12 is dependent on the course of study that a student wishes to study.
- 4.2 Details of the specific entry requirements and courses available may be obtained from the School.
- 4.3 Applicants refused admission to the Sixth Form are entitled to appeal to an independent appeals panel.

5. OVERSUBSCRIPTION CRITERIA

Order of Priority	Oversubscription Criteria	How verified
A	Looked after children.	Children in public care and as deemed under section 22 of the Children’s Act 1989.
B	All children from the feeder primary schools.	Information from the feeder primary schools.
C	Roman Catholic children who will have an older brother or sister in the school at the time of admission. (1) see notes	Information held by the School. Proof of baptism will be sought.
D	Other Roman Catholic children who live within the feeder parishes. (1) see notes	Proof of baptism will be sought. The School with seek verification from the priest.
E	Other Roman Catholic children. (1) see notes	Proof of baptism will be sought. The School with seek verification from the priest.
F	Other children who have an older brother or sister at the school at the time of admission.	Information held by the school.
G	Non-Catholic children who are of a Christian faith and live within the feeder parishes. (2) see notes	The School will seek verification from the Vicar/Minister.
H	Non-Catholic children who are of a Christian faith. (2) see notes	The School will seek verification from the Vicar/Minister.
I	All other children. (1) see notes	From the Application Form.

NOTES

1. The School will require to see the Baptismal Certificates of all children claiming to be Roman Catholic. Please enclose a copy with your application.
2. For your child to receive priority because of an older brother or sister in the sixth form at the school, the brother or sister must have been at the school at the start of Year 11.
3. For a child to be considered "a member of another Christian Faith" the school will require documentary evidence of baptism/initiation or a letter from the Vicar/Minister to verify their membership. Please enclose a copy with your application.

GENERAL

At Cardinal Hume Catholic School we are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, social and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

You will find our Accessibility Plan on the school website at www.cardinalhume.com

Sibling refers to brother or sister, half brother or sister, adopted brother or sister, step 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.

Feeder parish boundaries are available from the school and at Gateshead Civic Centre School Organisation and Admissions: Regents Street, Gateshead, NE8 1HH.

Parents will be requested to give the following information on the supplementary form:

- Names of any older brothers/sisters in the School
- Baptismal status
- The Name, Address and telephone number of the priest/vicar/minister who will be able to confirm attendance at church

6.1. TIE BREAKER

In the event of the School reaching capacity within categories A to I, the School will allocate places using an electronic random allocation process, which will be independently monitored.

If your child is unsuccessful in gaining a place at Cardinal Hume Catholic School, you may request that your child is placed onto the schools waiting list, which will be maintained according to the schools admissions criteria. Within each criterion, children will be ranked by computer in random order.

Each time a place (or places) becomes available at the school a new round of electronic random allocation will take place to determine a child's position on the waiting list, each time a place being allocated to the child that occupies top position on the waiting list.

GATESHEAD'S SCHOOL CHOICE ADVISOR

Do you need help to fill in your secondary school application form?

If you live in Gateshead and need help or support to decide which mainstream secondary school you would like to apply to, Gateshead's School Advisor could help you. Please contact Sandra Arkless on 0191 433 2446 for further information.

Governors' Statement and Policy on Behavioural Standards

The Governors of Cardinal Hume School wish to maintain the highest standards of civilized behaviour in the school. In achieving this end the Governors seek the support of parents and carers for the Head Teacher and staff.

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

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

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

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

However, the Governors wish to emphasise to all parents and pupils that failure to conform to the high standards expected by all, may result in expulsion in certain cases. For example, if any pupil:

- Makes false accusations against a member of staff, which could precipitate action by the Police or the ACPC (Area Child Protection Committee).
- Assaults a member of staff;
- Swears at, or is personally insolent to a member of staff;
- Makes an unprovoked physical assault on another pupil;
- Takes up an inordinate amount of staff time dealing with his or her misbehaviour;
- Misbehaves in any way while on the Head Teacher's report;
- Is involved in the bullying of another pupil;
- Is involved in activities which are prejudicial to the health and safety of member(s) of the school community.

The Head Teacher may proceed to expulsion and will have the full support of the Governors if he does so. It is our wish that parents understand the importance we place on high behavioural standards and support us in our determination to maintain them.

Curriculum Complaints

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

STAGE 1 (INFORMAL)

Concern expressed by parents can be discussed with those directly involved, i.e. Form Tutor/Head of House.

STAGE 2 (FORMAL)

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

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

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

STAGE 3 (FORMAL)

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

STAGE 4 (FORMAL)

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

Governors' Charging and Remissions Policy

INTRODUCTION

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

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

CHARGES

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

A. EDUCATION DURING SCHOOL HOURS

1. Boarding and Lodgings

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

2. Individual Instrumental Tuition

The cost to the pupil for providing individual instrumental tuition.

3. Examination Fees

The Governing Body may make a charge for the cost of entering the pupil for examination where the pupil has not been prepared for the prescribed examination by the school, as they may for entries to non-prescribed examinations whether or not prepared by the school. If the pupil fails, without good reason, to complete the examination requirements for any public examination for which the school has paid (or is liable to pay) any fee, then the Governing Body may recover the fee from the parent.

4. Charging in Kind

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

B. EDUCATION OUTSIDE SCHOOL HOURS

1. Boarding and Lodgings

The Board and Lodgings elements of activities that are provided:

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

2. Optional Extras

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

C. GENERAL

1. Amendments

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

2. Voluntary Contributions

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

REMISSIONS

1. Income Support and Family Credit

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

2. Family Hardship

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

Complaints Policy

INTRODUCTION

In a caring school, such as ours, we wish to resolve any complaints, issues, disputes or problems, as informally as possible and in ways that are; fair, impartial, simple, confidential, non adversarial, fast, effective and appropriate.

Only if the complaint cannot be resolved to everyone's satisfaction will more formal action be needed.

STAGE ONE (INFORMAL)

All complaints in relation to the day to day running of the school, the treatment of an individual pupil, or the implementation of school policies, should initially be made to the Form Tutor, Head of Department or Head of House. However, it is recognised that some Parents/Guardians may prefer to raise any complaint with their child's Class Teacher first.

If the problem is not resolved after these initial meetings with the Class Teacher/Form Tutor or Head of House then the matter will be referred to either the Prefect of Discipline /Deputy Head Pastoral or an appropriate member of the Senior Leadership Team. The Senior Leadership Team Member will convene a meeting with the Parent/Guardian to discuss the issue. The Senior Leader may also involve the Class Teacher/Form Tutor, Head of Department or Head of House in this meeting.

If the problem is still unresolved then parents will be invited to meet the Head Teacher. Hopefully any complaint can be settled at this stage.

However, if the Parent/Guardian feels that a satisfactory outcome has not been achieved they may move to stage 2 in the Complaints Policy.

STAGE 2 (FORMAL)

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

You may contact the Chair of Governors directly, name and address available from the Head Teacher via the Heads P.A.. This complaint must now be put formally in writing stating:

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

The Chair of Governors will acknowledge receipt of the complaint and will arrange to meet with the individual or group himself or with a Panel of the Governors to hear the complaint. The Parent/Guardian will be informed in writing by the Clerk to the Governing body within ten working days.

Parents must make the governing body aware of any disability or special needs which would affect their ability to attend the meeting. It is noted that provision must be made for any Parent/Guardian or student with English as their second language (e.g. an interpreter) or covered by DDA.

If a meeting with a panel of the Governors is required then it will be organised by the Clerk to the Governing body at a mutually convenient time for all parties, including the Parent/Guardian, but within 10 working days of being contacted by the Chair of Governors. The Parent/Guardian will have the right to be accompanied by another person.

In the interim the Chair of Governors, acting as Complaints Convenor, will interview the Head Teacher and any staff involved. Also the Parent/Guardian will be interviewed separately. The Chair of Governors will prepare a written report, which with the notes of previous meetings, will be forwarded to the Clerk for presentation to the Panel.

ROLES AND RESPONSIBILITIES OF THE PANEL

THE ROLE OF THE CHAIR OF THE GOVERNING BODY

- Check that the correct procedure has been followed
- Notify the Clerk to arrange a Panel
- Interview relevant parties and prepare written information for the Panel

THE ROLE OF THE CHAIR OF THE GOVERNING BODY

- Set the date, time and venue of the hearing, ensuring that the dates are convenient to all parties and that the venue and proceedings are accessible
- Collate any written material and send it to the parties in advance of the hearing
- Meet and welcome the parties as they arrive at the hearing
- Record the proceedings
- Notify all parties of the panel's decision

THE ROLE OF THE CHAIR OF THE GOVERNING BODY

The Chair of the Panel will be the Vice Chair of the complaints sub committee of the Governing body who has a key role, ensuring that:

- The remit of the panel is explained to the parties and each party has the opportunity of putting their case without undue interruption
- Key findings of fact are made
- Parents and others who may not be used to speaking at such a hearing are put at ease.
- The hearing is conducted in an informal manner with each party treating the other with respect and courtesy
- The panel is open minded and acting independently
- No member of the panel has a vested interest in the outcome of the proceedings or any involvement in an earlier stage of the procedure.

NOTIFICATION OF THE PANEL'S DECISION

- The complainant will be notified of the Panel's decision in writing within 5 working days of the hearing.

Exam Results From 2005

KEY STAGE 4 RESULTS

	2005	2006	2007	2008	2009
Number of Pupils	128	137	137	165	148
Percentage of pupils Achieving 5 A*-C	71.1	78.1	85	97	94
Percentage of pupils Achieving 5 A*-C including Maths & English	-	-	55	44	50
Percentage of pupils Achieving 5 A*-G	87.5	87	94	96	95
Percentage of pupils Achieving 1+ A*-G	95.3	92	96	98	99
Percentage of pupils Achieving no A*-G	4.7	8.0	4.0	2	1

KEY STAGE 5 RESULTS

	2005	2006	2007	2008	2009
A Level Pass Rate (A-E)	98%	100%	100%	96%	96%
Vocational Pass Rate	100%	100%	100%	100%	100%
Overall Points per Student	n/a	n/a	548	547	601

