

# School Prospectus

## 2017-2018



# Cardinal Hume Catholic School

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Welcome to our new look prospectus for the Academic Year 2017-2018.

We hope you will find it informative.

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

Number on School Roll	1330
Number of students in years 12 & 13	219
Number of pupils for year 7 in 2015-2016	263

# 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 bringing 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 the 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 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 quotations from our Ofsted inspection in January 2014 when our school was judged to be outstanding:

“All groups of students regardless of their background, make outstanding progress and end up with GCSE results well above those typically found nationally”

“Students overwhelmingly feel safe at school”

“The Sixth Form is outstanding. Students are prepared well for their next stages in life”

“Teachers challenge students to excel in all areas”

“The proportion of outstanding teaching observed by Inspectors during the Inspection was extremely high”

“The behaviour of pupils is outstanding. Students are courteous, confident and respectful to each other and to staff and visitors”

“Leadership and management at all levels within the school are exemplary”

	Ofsted Judgement
Overall Effectiveness	1
Achievement of Pupils	1
Quality of Teaching	1
Behaviour & Safety of Pupils	1
Leadership & Management	1

Our school was also inspected by the Diocese of Hexham and Newcastle in May 2014. Again the school was found to be outstanding.

“The overall effectiveness of the school is outstanding.”

“The Catholic life of the school is outstanding. Pupils benefit from belonging to a family run community”

“Pupils respond positively to collective worship and feel they benefit from it”.

“The quality of teaching and assessment overall is outstanding”.

“The personal witness to gospel values is part of day to day life”.

“The School community is passionate about its origins and the local community it serves, whilst also adopting an inclusive, welcoming approach to those of other faiths and cultures”.

“Pupils enjoy the opportunities they have, to be involved in fundraising for both national and local charities”.

See both reports in full on [www.cardinalhume.com](http://www.cardinalhume.com).

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

In a school of 1281 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 25/30 students. Through a planned pastoral programme, the teacher 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. Minimise, as far as possible, the educational disadvantage that results from special educational needs.
4. 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, Biology lessons and IAG 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 held 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 Parents Group 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' Evenings, along with academic reports, are an important aspect of co-operation between parents and teachers. 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 and 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. 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

### FAMILY LEARNING

At Cardinal Hume Catholic School we greatly appreciate the support and involvement of parents in their children's school life and learning. As children move up through secondary school it can seem more and more challenging for parents to advise them about homework and their school life in general. In order to help parents to support their children we run an extensive Family Learning programme, starting in Y6 and continuing in Y7 with courses in English and Maths. These are opportunities for parent and child to work together with our own teaching staff, becoming familiar with the content and style of the learning in Y7.

In addition to the Transition FL sessions, we offer a range of enrichment courses for parents and pupils, such as Safety Online, Family Science, Family Cooking, Orienteering and Family Football as well as personal development courses for Y9/Y10.

Parents and carers are our most important partners in developing our pupils to their full potential. We look forward to welcoming you to Family Learning sessions over the coming years.

# 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 1320 students. Since 2013, the school has also successfully bid for an additional £5 million (approx) to further enhance and extend the existing site. It 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 Cardinal Hume building

In June 2014 a £1.5 million extension to the school was erected. This extension incorporated a dozen extra classrooms, as well as study and social areas for Sixth Form students. Again the build quality and facilities are of the highest standards. Indeed, in July 2015 we commenced yet another extension to our existing building. We again obtained a further £1m to create another eight classrooms, this time added to our original tower. In August 2016, we will be embarking on our latest £1.4 million two-storey building project, which will be located by the Sports Hall.

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 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 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.



Facade of the library

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.

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 is safe and secure.

# In the Classroom

Cardinal Hume provides a broad curriculum for all with an increasing element of personal choice offered as students become older. The academic work of the school is organised into departments, run by experienced Heads of Department and well qualified staff.



Staff are always there to help

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 1 hours 35 minutes on pastoral care.

**In Year Seven** students are broadly set according to their ability. Year Seven is regarded as a diagnostic year and setting 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 needs are taught in smaller groups.

**At the beginning of Year Eight** students are set within their bands for individual subjects or groups of subjects, according to their ability.

**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.

Pupils are assessed by 10 weekly modular tests as well as a synoptic end of year examination.



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 staff.

**In Years Twelve and Thirteen** most students choose to return to school to pursue Sixth Form Courses which lead to qualifications at GCE Advanced Level, 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 member of the sixth form staff. 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 organised.

# 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.

All pupils in Year 7 must also attend a 30 minute lunchtime reading session each week.



**Key Stage 4** All students will study:

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

Some Students add Further Mathematics

#### THE OPTION SYSTEM - ROUTE A

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

Art	Geography
Graphic Design	History
Business Studies	Music
Design Technology	Sport
Food Technology	A second Modern Foreign Language
Performing Arts	Computer Science
ICT	

#### THE OPTION SYSTEM - ROUTE B

Students study a vocational option, the equivalent of two GCSEs, from the following;

VOCATIONAL OPTIONS:	
Art and Design	Health and Social Care
Business Studies	Engineering
Sport	

Then they add an extra GCSE from:

Geography	History
Modern Foreign Languages	

They also add ICT and Certificate of Personal Finance (both courses are the equivalent to one GCSE)

#### THE OPTION SYSTEM - ROUTE C

Students study two of the vocational courses listed in Route B. (Each course is the size of two GCSEs) They also add ICT

**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
Religious Studies	Further Mathematics
Design and Technology	Music
English Language	Physics
English Literature	Spanish
French	Business Studies
Law	Psychology

2. Two year National Vocational qualifications (Certificates and Diploma):

Art & Design	ICT
Business	Sport
Health and Social Care	Science
Performing Arts	

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
- Climbing Wall
- 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)
- Weightlifting



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.

## LANGUAGES AND INTERNATIONALISM

At Cardinal Hume we have developed many close international connections, and a commitment to develop links with schools around the world for the benefit of all our pupils. We have recently enjoyed Comenius projects – a British council funded exchange project in partnership with schools from Portugal, Spain, Italy, Poland and Finland. We also have close partnerships with schools in India and Uganda, and staff from across the curriculum are involved in international teacher training to develop languages in school.

## TRAVEL, TRIPS AND EXCURSIONS

International travel remains at the top of the agenda at Cardinal Hume across the curriculum. The History department recently enjoyed a visit to Belgium to mark the centenary of the battle of the Somme and a visit to New York is planned for this year. Outdoor activities are high on the agenda, with regular weekend trips to the Lakes, Teesdale and Northumberland for walking, climbing and gorge-walking. The Duke of Edinburgh Scheme is firmly established in school for Y10 and above, offering students fantastic opportunities to develop their personal, social and physical skills, and a team of students is preparing for a forthcoming world challenge trip to India.

## ANNUAL PRODUCTIONS

Each summer term the school produces a large scale musical, with performances in the penultimate week of term. 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 We Will Rock You, The Wedding Singer and Grease. Rehearsals take place during lunchtimes and after school, with some weekend rehearsals before opening night. The show is very hard work but lots of fun, and standards are very high – several of our recent stars have gone on to study at top ranking performing arts schools.





### MUSIC FOR ALL

The Music and Performing Arts department runs a wide range of ensembles and clubs for pupils of all ages and ability.

The school choirs rehearse during lunchtimes, with the orchestra rehearsing every Wednesday after school. Students are usually expected to have reached grade 2 standard to play in the orchestra, but there are no auditions for the choirs. Rehearsals continue throughout the year in preparation for a number of performances; the annual Advent services, the spring cabaret, occasional lunchtime events and other liturgical events in school as well as numerous events around the region to which our pupils are invited.

Instrumental lessons are offered for orchestral strings, clarinet, flute, saxophone, brass and drum kit. All students who play one of these instruments at their junior school are guaranteed lessons when they join us in year 7. There are also opportunities for some pupils to take up an instrument for the first time. Whilst these are heavily subsidised, there is a small charge for instrumental lessons, enabling us to continue to offer an excellent range and quality of tuition. Instruments can be borrowed at no extra cost from the Gateshead Music Service.

# Essential Information

## SCHOOL UNIFORM

The wearing of school uniform is compulsory. This can be purchased online at [www.cardinalhume.com](http://www.cardinalhume.com). The approved provider of our school uniform is Emblematic Ltd. Badges and ties, as well as items of sports kit, are still available in small supply 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 with school badge	Black blazer with school badge
Black formal trousers – not jeans	Black skirt – A-line and knee length (no stretch fabric)
White formal shirt – not polo shirt	Black formal trousers – not leggings or jeans
Regulation white shirt	White formal shirt – not polo shirt or fitted blouse
Black V-necked (jumper)	School tie – worn to show 6 stripes
School tie – worn to show 6 stripes	Plain black leather sensible shoes
Plain black leather sensible shoes	Socks/tights – plain black opaque
Socks – plain black	

- Blazers must be worn at all times unless permission has been given by the classroom teacher.
- Outdoor coats must not be worn in the school building. Outdoor coats must be kept in lockers. No denim.
- School hat – optional. Available from school. No other hat may be worn.
- Top buttons of shirts must be fastened to the neck and ties fastened up to the collar. Shirts must be tucked into skirts or trousers.
- Plain black V-neck jumper – optional.
- Belts, if worn, must be narrow and plain black.
- No jewellery except a wristwatch.
- No make-up or nail varnish.
- No visible piercings or tattoos.
- Hair styles and colours must be deemed socially acceptable by the school. Extreme cuts, colours and shaved patterns/shapes are not allowed.

## YEARS TWELVE to FOURTEEN

BOYS:	GIRLS:
Black formal trousers – not jeans	Black skirt – A-line and knee length (no stretch fabric)
White formal shirt – not polo shirt	Black formal trousers – not leggings or jeans
Sixth Form tie and Jumper	White formal shirt – not polo shirt or fitted blouse
Plain black leather sensible shoes	Sixth Form tie and Jumper
	Plain black leather sensible shoes
	Socks/tights – plain black opaque



- Jumpers must be worn at all times unless permission has been given by the classroom teacher.
- Outdoor coats must not be worn in the school building. Outdoor coats must be kept in lockers. No denim.
- School hat – optional. Available from school. No other hat may be worn.
- Top buttons of shirts must be fastened to the neck and ties fastened up to the collar. Shirts must be tucked into skirts or trousers.
- Black formal shoes – no boots, plimsolls or trainers.
- Belts, if worn, must be narrow and plain black.
- Jewellery: girls – one pair of sleeper or stud earrings, boys – one sleeper or stud earring
- Excessive make up is unacceptable.
- No visible piercings or tattoos.
- Hair styles and colours must be deemed socially acceptable by the school. Extreme cuts, colours and shaved patterns/shapes are not allowed.

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.

### 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 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.

## READING BOOKS

All pupils in Years 7-11 must have two reading books with them at all times. In Years 7 and 8, at least one of these books must be an Accelerated Reader title.

## 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. Pupils from the Ouston and Birtley area can also take advantage of a private service negotiated by the school since 2013, to offer them a more direct route to/from school each day. Please contact the school for further information.

## 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 – 01.15 (Lunch for Years 7, 8, 9)
Period 5	01.15 – 02.15 (Lunch for Years 10,11)
Period 6	02.15 – 03.15
School Ends	03.15

  

FRIDAY	
Registration	08.45 – 09.00
Period 1	09.00 – 09.55
Period 2	09.55 – 10.50
Break	10.50 – 11.05
Period 3	11.05 – 12.00
Period 4	12.00 – 12.55 (Lunch for Years 7, 8, 9)
Period 5	12.55 – 01.50 (Lunch for Years 10,11)
Period 6	01.50 – 02.35 (IAG)
School Ends	02.35

Sixth Form lunch will usually occur either period 4 or 5, depending on subjects studied. Sixth form students may have a timetabled lesson from 3.15 - 4.15 Monday – Thursday.

## ATTENDANCE

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

## ABSENCE

We ask parents to phone the school before 8.30am on the morning of the absence and explain the reason behind the absence. If students are not in school and no reason has been given by the parent, the school will send a text message on the morning of the absence asking for reasons why the child is not in school. It is very important that parents reply to this text so the school knows the whereabouts of the child. Parents are also asked to send in a note with their child on their return to school.

If the parent knows in advance that their child is not going to be in school, e.g due to a medical appointment which cannot be arranged out of school time, they should inform the school of this prior to the event by a note being sent into school via their child and handed into their tutor.

## RATES OF AUTHORISED AND UNAUTHORISED ABSENCE FOR 2015-2016

1. Number of students of compulsory school age on roll for at least one session...1362
2. Percentage attendance...95.6%
3. Percentage of authorised absences...3.2%
4. Percentage of unauthorised absences...1.3%

## SCHOOL HOLIDAYS

Parents will be informed when holidays are agreed by governors. The dates to note will be added to the school website

## HOLIDAYS TAKEN DURING TERM TIME

We strongly advise parents not to take their child on holiday during term time. Other than in exceptional circumstances holidays taken during term time will not be authorised.

## 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 Thursday, Friday 8.30 am to 3.30 pm. 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.

## PARENTPAY

ParentPay is an online payment system for schools, which allows parents to pay quickly and securely for school meals, trips and other activities using your credit or debit card. This can be accessed from the School website.

ParentPay is easy to use and offers you the freedom to make online payments whenever and wherever you like, 24 hours a day, 7 days a week – safe in the knowledge that the technology used is of the highest internet security available and that funds will reach school safely.

For further information about ParentPay please contact the school.

## SCHOOL MEALS

Our catering service is run by the local authority, 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. Parents who wish to use our online ParentPay facility can do so for school meals. Those students who wish to bring packed lunch may do so.

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.



# Admissions Policy 2017-2018

## ADMISSIONS ARRANGEMENTS FOR CARDINAL HUME 2017-2018

### 1. ADMISSION INFORMATION

Cardinal Hume Catholic School was founded by the Catholic Church to provide education for children of Catholic families. The school is conducted by its governing body as part of the Catholic Church in accordance with its articles and seeks at all times to be a witness to Jesus Christ. Whenever there are more applications than places available, priority will be given to Catholic children in accordance with the oversubscription criteria listed below.

As a Catholic school, we aim to provide a Catholic education for all our pupils. At a Catholic school, Catholic doctrine and practice permeate every aspect of the school's activity. It is essential that the Catholic character of the school's education be fully supported by all families in the school. All parents (see note 7) are therefore expected to give their full, unreserved and positive support for the aims and ethos of the school. This does not affect the right of a parent who is not of the faith to apply for a place for their child at the school.

The governing body is the admissions authority and has responsibility for admissions to this school. The local authority undertakes the coordination of admission arrangements. The admission policy criteria will be dealt with on an equal preference basis.

**The catchment area for Cardinal Hume Catholic School is defined by the boundaries of the parishes served by the feeder schools as listed below. A map with the boundaries of catchment area will be used when required in order to place applicants into their respective category.**

FEEDER SCHOOLS	PARISHES SERVED BY THE SCHOOL
1. ST ALBAN'S, PELAW	ST ALBAN'S, PELAW
2. ST JOSEPH'S, GATESHEAD	ST JOSEPH'S, GATESHEAD
3. ST WILFRID'S, GATESHEAD	ST WILFRID'S, GATESHEAD
4. ST ANNE'S, HARLOW GREEN	ST ANNE'S, HARLOW GREEN
5. ST PETER'S, LOW FELL	ST PETER'S, LOW FELL
6. ST OSWALD'S, WREKENTON	ST OSWALD'S, WREKENTON
7. ST AUGUSTINE'S, LEAM LANE	ST AUGUSTINE'S, LEAM LANE
8. ST JOSEPH'S, BIRTLEY	ST JOSEPH'S, BIRTLEY AND OUSTON

#### **Published Admission Number**

The governing body has set its admission number at **225** pupils to be admitted to the school year which begins in September 2017.

#### **Children with an Education, Health and Care plan or a statement of Special Educational Need**

Children who have an Education, Health and Care (EHC) plan or a statement of Special Educational Need where the school is named as the **most appropriate** educational setting for the child will be admitted.

### **Application Procedures and Timetable**

To apply for a place at this school, the parent must complete a common application form (CAF) available from the local authority in which the child lives. The parent will be advised of the outcome of the application on 1st March or the next working day, initially by a letter or email from the local authority on behalf of the governing body.

If the parent is required to provide supplemental evidence to support the application (e.g. a baptismal certificate), this evidence should be provided at the time of application. If not provided, evidence may be sought by the governing body following the closing date for applications. This information must have been correct at the date of closing for applications.

All applications will be considered at the same time and after the closing date for admissions which is 31st October 2016.

### **Admission of Children outside their Normal Age Group**

A request may be made for a child to be admitted outside of their normal age group, for example, if the child is gifted and talented or has experienced problems such as ill health.

Any such request should be made in writing to the headteacher of the school. The governing body will make its decision about the request based on the circumstances of each case and in the best interests of the child. In addition to taking into account the views of the headteacher who has statutory responsibility for the internal organisation, management and control of the school, the governing body will take into account the views of the parents and of appropriate medical and education professionals.

### **In-Year Applications**

An application can be made for a place for a child at any time outside the admission round and the child will be admitted where there are available places. Applications should be made to the school by contacting Mrs Grainger, Cardinal Hume Catholic School, Old Durham Road, Gateshead, NE9 6RZ. Parents will be advised of the outcome of their application in writing.

Where there are places available but more applications than places, the published oversubscription criteria will be applied.

If there are no places available, a request can be made that the child is added to the waiting list.

### **Right of Appeal**

Where a parent has been notified that a place is not available for a child, every effort will be made by the local authority to help the parent to find a place in a suitable alternative school. Parents who are refused a place have a statutory right of appeal. Further details of the appeals process are available by writing to the chair of governors at the school address.

### **Fair Access Protocol**

The school is committed to taking its fair share of children who are vulnerable and/or hard to place, as set out in locally agreed protocols. Accordingly, outside the normal admission round the governing body is empowered to give absolute priority to a child where admission is requested under any local protocol that has been agreed by both the diocese and the governing body for the current school year. The governing body has this power, even when admitting the child would mean exceeding the published admission number.

### **False Evidence**

The governing body reserves the right to withdraw the offer of a place where false evidence is received.

## 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 in section 4 of this policy.
- 2.5 Late applications can be made 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. Further details of the appeals process are available by writing to the chair of governors at the school address.

## 3. WAITING LIST

- 3.1 If the school has reached its admission number a Waiting List will be maintained from March 2016.
- 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 The minimum entry requirement for any level 3 course is GCSE English Language at C or above, and the equivalent of 5 GCSEs at C or above, one of which may be English Language.  
  
For As/A2 courses the general requirement is a B at GCSE in the subject chosen, except in Further Mathematics where an A in Mathematics GCSE is required.  
  
For vocational courses, a merit or higher in an appropriate level 2 vocational course is required.
- 4.3 Applicants refused admission to the Sixth Form are entitled to appeal to an independent appeals panel.
- 4.4 If Sixth Form is oversubscribed and all students who have applied meet all of the above criteria, they will be selected by using the oversubscription criteria.

Order of Priority	Oversubscription Criteria	How verified
A	Looked after children and previously looked after children.	See notes 1, 2 and 3
B	Catholic children who attend a feeder primary school.	See notes 4 & 8
C	Catholic children who will have an older brother or sister at the school at the time of admission.	See note 4, 6 & 8
D	Catholic children who live within the catchment area	See note 4 & 9
E	Other children who have an older brother or sister at the school at the time of admission.	See note 6 & 9
F	Children of another Christian denomination who live within the catchment area <b>who attend</b> a feeder Catholic School.	See notes 5, 8 and 9
G	Children of another Christian denomination who live within the catchment area <b>who do not attend</b> a feeder Catholic School.	See note 5 and 9
H	Other Catholic children who do not live within the catchment area.	See note 4 & 9
I	All other children from the feeder primary schools.	See note 8
J	All other children	

## 5. NOTES AND DEFINITIONS

1. An **Education, Health and Care Plan** is a plan made by the local authority under section 37 of the Children and Families Act 2014, specifying the special educational provision required for a child. A Statement of Special Educational Needs is a statement made by the local authority under section 324 of the Education Act 1996, specifying the special educational provision for a child.

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

An **adoption order** is an order under section 46 of the Adoption and Children Act 2002.

A child arrangements order is an order outlining the arrangements as to the person with whom the child will live under the provisions of section 14 of the Children and Families Act 2014.

A **special guardianship order** is an order appointing one or more individuals to be a child's special guardian or guardians.

3. A **previously looked after child** is a child who immediately moved on from that status after becoming subject to an adoption, child arrangement order or special guardianship order.
4. **Catholic** means a member of a Church in full communion with the See of Rome. This includes the Eastern Catholic Churches. This will be evidenced by a certificate of baptism in a Catholic Church or a certificate of reception into the full communion of the Catholic Church. Those who have

difficulty obtaining written evidence of baptism or reception should contact their parish priest who, after consulting with the Diocese, will decide how the question of baptism or reception is to be resolved and how written evidence is to be produced in accordance with the law of the Church.

**Please enclose a copy of your son/daughter's baptismal certificate with your application.**

5. **Children of other Christian denominations** means children who are members of a Church or religious community that practises Trinitarian baptism recognised by the Catholic Church. Applicants must provide a baptismal certificate or where child baptism is not practised, a letter confirming their church membership from their minister or faith leader. **Please enclose a copy of your certificate or relevant documents as evidence with your application.**
6. **Brother or sister** means a child who lives as a brother or sister in the same house, including natural brothers or sisters, adopted brothers or sisters, stepbrothers or sisters, foster brothers or sisters, or the child of a parent'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. It also includes natural brothers or sisters where the child for whom the school place is sought is not living in the same family unit at the same address as that sibling. 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
7. **Parent** means all natural parents, any person who is not a parent but has parental responsibility for the child, or who has care of the child (having care of a child means that the child lives with and is looked after by that person).
8. **Primary School** records will be consulted to confirm the student attends the named feeder school.
9. The **Catchment Area** is defined by the boundaries of the parishes served by the feeder schools as listed previously.

**This policy should be read in conjunction with the local authority's admission guidance for parents.**

## GENERAL

**Parents should complete ALL questions on the Application Form.** Where incomplete applications are received, parents will be requested to give the following information on the supplementary form provided by the school:

- Names of any older brothers/sisters in the School at the time of admission
- Baptismal status
- The Name, Address and telephone number of the priest/minister/faith leader who will be able to confirm baptism/initiation

## 6. TIE BREAKER

In the event of the school reaching capacity within categories A to J, 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. Children will be grouped according to the published criterion. Each time a place (or places) becomes available at the school while a child is on the waiting list then a new round of electronic random allocation will take place within each category to determine a child's position.

# Governors' Statement and Policy on Behavioural Standards

The Governors of Cardinal Hume School wish to maintain the highest standards of civilised 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 ethos 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 permanent exclusion 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 Safeguarding Children's Board;
- Assaults a member of staff;
- Threatens, harasses or is involved in sexual misconduct towards any member of the school community;
- Swears at, or is personally insolent to a member of staff;
- Makes an unprovoked physical assault on another pupil;
- Makes an unprovoked verbal 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 or while on a Behaviour Contract;
  - Refuses to obey a reasonable instruction from the Head Teacher
  - 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. This includes repeatedly failing to follow instructions from staff.
  - Uses ICT in a way which could be construed as harassment and/or bullying of other members of the school community, or an invasion of their privacy.
  - Uses audio or visual recordings of members of the school community in a way which could be construed as harassment, bullying or an invasion of their privacy;
  - Is involved with alcohol, illegal or non-prescribed drugs or substances known as 'legal highs' during the school day;
  - Brings an offensive weapon into school.
  - Behaviour in or out of school that precipitates Police action which may or may not affect members of the school community.

The Head Teacher may proceed to permanent exclusion for these or any similar misdemeanours 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)

- (i) Concerns expressed by parents can be discussed with the relevant Head of House.
- (ii) Concerns expressed by parents can be raised with a member of the Senior Leadership Team.

## 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 Clerk to the Governing Body at school. 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 members of the Board of Trustees - e.g. Diocesan Director of Schools, Mr J. Hughes (except in the case of Religious Education). The Head Teacher will give you instructions 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 Head of House.

If the problem is not resolved after these initial meetings with the Head of House then the matter will be referred to either the Assistant Head Pastoral/Deputy Head Pastoral who will convene a meeting with the Parent/Guardian to discuss the issue. This meeting may also involve the Class Teacher/Form Tutor, Head of Department or Head of House.

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. You may contact the Head Teacher through his P.A. who will make an appointment for you.

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 governors by putting your complaint in writing and sending it to the school addressed to the Clerk to the Governing Body, 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 CLERK TO THE GOVERNING BODY

- (i)
  - 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 within five working days

### THE ROLE OF THE CHAIR OF THE GOVERNING BODY

- (ii)
  - 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
- (iii) 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.

# Examination Results

## KEY STAGE 4 RESULTS

	2011	2012	2013	2014	2015	2016
Number of pupils	187	180	184	194	198	193
Percentage of pupils achieving 5 A*-C <small>including Maths &amp; English</small>	72	75	77	76	73	71
Ebacc	16	29	30	39	43	40
Percentage of pupils achieving 1+ A*-G	100	99	100	99	97	100
Percentage of pupils achieving no A*-G	0	1	0	1	3	0

Key Stage 4 results will be measured in this format from 2016 onwards:

	2016
Number of pupils	193
Progress 8 score	0.40
Attainment 8 grade	C+
Percentage achieving C or above in Mathematics and English	80
Percentage achieving the English Baccalaureate	40
Percentage of pupils achieving 1+ A* -G	100

## KEY STAGE 5 RESULTS

	2011	2012	2013	2014	2015	2016
A Level pass rate (A-E)	100%	100%	100%	100%	100%	100%
Vocational pass rate	100%	100%	100%	100%	100%	100%
Overall points per student	704	718	732	789	810	822